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MASTER'S THESIS

**CHANGES IN HIGHER EDUCATIONAL
SYSTEM AFTER THE BOLOGNA PROCESS:
The Case Study of Foreign Students in Ukraine**

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THESIS PROJECT

DECLARATION:

I hereby declare that this thesis is my own work, based on the sources and literature listed in the appended bibliography. The thesis as submitted is 1590 740 keystrokes long (including spaces), i.e. 59 manuscript pages.

Olena Dyachenko

17 May, 2013

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Master Thesis Proposal

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Proposed Topic:

Changes in higher educational system after the Bologna process: the case study of foreign students in Ukraine

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Topic Characteristics:

The Bologna process, aimed at the convergence and harmonization of education systems of European countries, currently comprises 47 countries; Ukraine is one of them. The Bologna process officially began in Ukraine on May 19, 2005, with the signing of the Bergen Declaration. Aimed at increasing the overall quality of the country's higher education, as well as the quality of graduates, the process also focuses on increasing the mobility of students and on the strengthening of cooperation between institutions. According to the evaluation that of Ukraine's progress in implementing the process in 2010, this has been achieved. However, it is important to look at deeper aspects of the issue to understand whether such an implementation has led to visible, lasting, and most importantly, beneficial results for Ukraine's education system.

When considering the Bologna process, it is important to analyze its success from an international perspective in order to understand how successful it has been in increasing the quality of Ukraine's institutions of higher education. To do this, it is important to consider the overall quality of education, how the country's institutions rank when compared to those abroad, and whether these institutions became more attractive to foreign students. The proposed research thus sets as its goal to determine whether there have occurred crucial changes in the education system since the year 2005, when the process was implemented. The case study of foreign applicant, students and graduates provides a profound illustration of the issue and can thus serve as an indicator of possible success or failure.

Working hypotheses:

1. The Bologna process was successful in increasing the level of international competitiveness and overall quality of the Ukrainian education system.
2. The Bologna process led to an increase in the number of international applicants and students, as well as the number of international graduates.

3. The Bologna process has changed the functioning of both state and private universities.
4. There was a marked change in the structure of education in Ukraine.

Methodology:

The proposed research will be mainly qualitative in character; however, it will contain a number of quantitative elements. To understand the influence of the Bologna process on the quality of Ukraine's education system, as well as on international students and graduates, it is important to first look at the reasons for its implementation, together with the changes it brought. To achieve this, a large number of primary sources, such as declarations, laws, policy papers, etc. will be analyzed. Various academic publications will also be closely analyzed. To obtain further data, the author intends to contact the Ministry of Education of Ukraine and the Embassy of Ukraine in the Czech Republic with a formal request as part of the research. The research further entails a number of interviews, where possible, with officials, educators and students. Two years are closely considered in the proposed research – 2005 and 2011 (2012, if the available data permits when the thesis will be written); 2005, as the last year before the implementation of the Bologna process, to provide an understanding of the prior education system, and 2011 (2012) as the year for which the latest statistics are available. A gap period of 6 (7) years is chosen for comparison to allow for an implementation and adjustment period, thus allowing to draw accurate conclusions. The quantitative elements of the research will include a close analysis of statistical data regarding the numbers of international applicants, students and graduates in higher education institutions in Ukraine, tracing their increase or decrease over the years in question. The proposed research further intends to consider data regarding the numbers of international programs in languages other than Ukrainian and Russian offered in such institutions in Ukraine.

Preliminary Outline:

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 - b. Overview of Literature
 - c. Methodology
 - d. Subject Relevance and Structure
2. Period Prior to and the Implementation of the Bologna Process in Ukraine
 - a. Year 2005 – the Education System Prior to the Bologna Process
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 - d. Considerations of the Factors of Quality of the Education System
4. Comparison of the Two Discussed periods: 2005 and 2011
5. Conclusion

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Supervisor

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Abstract

This master thesis focuses on different aspects of implementation of Bologna Process to the Ukrainian Education System. Ukraine became independent country in 1991 (after the dissolution of the Soviet Union) and since then commenced reforms in all fields of its society to form modern democratic institutions, to replace old command economy with market economy, to become a modern democratic country along with developing its international presence. In light of all the commenced reforms higher education was on its way to reform as well and foundations were made by adopting State national program "Education. Ukraine XXI century." in year 1992 and later by joining the Bologna process on May 19th 2005 at the Bergen conference of European Ministers Responsible for Higher Education.

Although Ukraine inherited a well-developed higher education system, the system was created for Soviet Union needs and in those terms education was not adjusted for a market economy in structure of professional directions training. Ukraine joined the Bologna process with intentions to integrate the education sector of the nation into the larger European community, to have institutions and qualifications recognized by EU countries and throughout the world, to raise the level of education quality and competitiveness of Ukrainian education institutions, to become more appealing to foreign students which benefit the country both economically and in the form of assuring its international presence in higher education.

Implementation of the Bologna process in Ukraine came to a number of issues like underestimation of the "Bachelor" educational level, not recognizing of students as full-fledged part of the educational process, not teaching students to use the acquired knowledge and skills in practice, low level of funding of education, lack of adaptation of national legislation to the norms of European law, etc. In addition to all these problems there is a significant corruption on all levels of society and government structures which slows down or completely diminishes progress in any given area and especially in education.

Through implementation Ukraine managed to develop a number of programs for bachelors, to implement two cycle system, to develop mechanisms for doctoral studies, to establish a system for monitoring and rating of the university, to implement the national system of quality assurance and to improve funding. Ukraine implemented ECTS credits and therefore improved internal and external mobility of students (in 2005/06 there was about 32.000 foreign students in Ukraine and by 2012/13 this number increases to about 60.000).

Ukrainian education system is undergoing through major transformations, but still the main problem of the Ukrainian education system remains the widespread appearance of corruption.

1. Introduction

a. Topic Overview

Ukraine, a country with population of about 45 million people, with land size of 579.330 square kilometers of mostly fertile plains and plateaus, after many years gained it's independence in August 24th 1991 after the dissolution of the Soviet Union in which Ukraine was the second most important economic component right next to Russia. (CIA World Factbook)

After gaining independence Ukraine moved to form modern democratic institutions, replace the previous command economy model with a market economy and develop its international presence. Since then Ukraine has made considerable progress in all of these fields.¹ Concerning that education and especially higher education is seen as a valuable and indispensable resource for every country of the world, Ukraine with ongoing reforms in all the fields and to reform the previous higher education system joins the Bologna process on May 19th 2005 at the Bergen conference of European Ministers Responsible for Higher Education. (Bergen Communiqué, 2005)

The globalization process leads to an increase in international trade in higher education. Along with the labour migration processes it also causes educational credentials to extend from the realm of the national education systems into international relations. Qualifications and skills are attested in educational certificates. But what if certificates are counterfeit, qualifications are overvalued or institutions exist on paper only? This raises the problematic issue of corruption within higher education. In the Ukraine the educating of students from abroad has a strong tradition, largely from developing nations. The selection process and educating overseas students was developed during the existence of the Soviet Union. Universities actively offer their educational services to the international arena and to generate income. According to Kerr (1993), "For the first time, a really international world of learning, highly competitive, is emerging. If you want to get into that orbit, you have to do soon merit." (Kerr, 1993, p. 33) Corruption, is widespread in Ukrainian higher education institutions (HEIs), it undermines the quality of education as well as its status in the educational services market. Internationalization in education also touches on the issues of immigration and the international labour markets. The immigration flow from Ukraine is generally directed to the Russian Federation, European Union, the USA, and Canada². Ukrainian educational credentials are not well received in other countries. Firstly, the language is an obvious natural barrier, but more importantly, there is often a lack of solid modern knowledge. The Ukraine adopted

¹ Bugajski J., Pifer S., Smith K., Wallander C. A., (2009): Ukraine: A net assessment of 16 Years of Independence., p. 1, On-line text: http://csis.org/files/media/csis/pubs/090306_ukraine_report_card.pdf

² Building Migration Partnerships, supported by European Union, (2011), Ukraine. Expanded migration profile, p.40, On-line text: http://www.pragueprocess.eu/fileadmin/PPP/Ukraine_-_Extended_Migration_Profile_RU.pdf

the Bologna Declaration and Lisbon Convention which are intended to integrate the education sector of the nation into the larger European community. However, if the situation with regards to corruption fails to change drastically, recognition of credential internationally will not be possible. This is common problem for the all former republics of the Soviet Union. Heyneman, Anderson, and Nuraliyeva (2008) point out that “Whether experienced or perceived, universities or university systems with reputations for corruption will likely end the Bologna process. Were this process to actually take effect it would constitute the educational equivalent in the EU of unilateral disarmament.” (Heyneman, Anderson, and Nuraliyeva, 2008: p. 1) It is unlikely that countries with high levels of credibility and low levels of corruption would recognize the educational credentials from countries where degrees are bought and sold. This could possibly lead to a collapse in the initiative of creating a common educational ground within a larger Europe. Ukraine must fight against corruption in its education system which undermines all the efforts in achieving the higher level of attractiveness of its universities and diploma recognition within the EU and throughout the world. Corrupt education institutions cannot attract foreign students, because it cannot compete with other education institutions and cannot give the required quality of education. For a successful education system or better to say for a successful country corruption must be downsized to the lowest possible level.

“Bologna was inspired by some noble aims, to improve the public understanding and attractiveness of European higher education, to enhance mobility of students among the European nations and to fit Europe’s students to take their place effectively as citizens and employees in the world of the twenty-first century.”³

The Bologna declaration is a joint declaration of the European Ministers of Education signed at their meeting in Bologna in 1999. This is the leading document of the Bologna process. Also to be mentioned is Lisbon Convention which is important for the Bologna process. Prior to the Bologna declaration two other important documents were signed: The *Magna Charta Universitatum* signed in 1988 also in Bologna and ten years later Sorbonne declaration signed in Paris 1998.

The *Magna Charta Universitatum* first signed by 430 Rectors of European Universities (Bologna, 1988) and nowadays is signed by more than 750 universities from 80 countries.⁴ This document sets fundamental principles for all universities and states that the university is an autonomous institution, that teaching and research in university must be inseparable, that freedom in research and training is the fundamental principle of university life, that university is the trustee of the

³ Froment, Eric, Jürgen Kohler, Lewis Purser, and Lesley Wilson, (2006): EUA Bologna Handbook: Making Bologna Work, p.13, Raabe Academic, Berlin.

⁴ Observatory Magna Charta, On-line text: <http://www.magna-charta.org/cms/cmspage.aspx?pageUid={8e9114fe-86db-4d26-b9d7-167c03d479aa}>

European humanist tradition and its constant care is to attain universal knowledge. The document also states what means to obtain these goals are. It encourages the mobility among teachers and students, a general policy of equivalent status, titles, and examination.⁵

Second important document that was prior to the Bologna declaration (and ten years after the *Magna Charta Universitatum*) was the Sorbonne declaration signed in Paris 1998 by the Ministers for Education of France, Germany, Italy and United Kingdom. With the official name “Sorbonne Joint Declaration: Joint declaration on harmonization of the architecture of the European higher education system” this document emphasizes the need for creation of European higher education system. This document states that open European area of higher learning carries a wealth of positive perspectives, it also recognizes a two cycle system (undergraduate and graduate), ECTS credits, mobility of students and teachers. The declaration commits to encourage a common frame of reference to improve external recognition and facilitate student mobility and employability.⁶

Lisbon Convention on the recognition of qualifications concerning higher education in the European region drafted by the Council of Europe and signed April 11th 1997 in Lisbon. The aim of the convention is to ensure recognition of degrees for students and graduates in between signatory countries as long as there can't be found substantial difference in the qualification and the educational institution is the one that is charged to prove the substantial difference if such exists. This convention has setup a base for student mobility and universities cooperation.⁷

The Bologna declaration was originally signed by 29 countries which committed to attain the objectives of the declaration which are adoption of a system of easily readable and comparable degrees, adoption of a system based on two main cycles - undergraduate (which will be also relevant to European labor market) and graduate (which will lead to the master and/or doctorate degree), establishment of a system of credits – such as ECTS (to promote student mobility; credits could also be acquired in non-higher education contexts), promotion of mobility for students and teachers, promotion of European cooperation in quality assurance and promotion of the necessary European dimensions in higher education. The declaration also stated it should all be achieved by year 2010 and that the establishment of the European area of higher education requires constant

⁵ The Magna Charta Universitatum, (1988), On-line text: http://www.magna-charta.org/library/userfiles/file/mc_english.pdf

⁶ Sorbonne declaration, (1998), On-line text: http://www.ehea.info/Uploads/Declarations/SORBONNE_DECLARATION1.pdf

⁷ Lisbon Convention, Council of Europe, Treaty Office, (1997) On-line text: <http://conventions.coe.int/Treaty/en/Treaties/Word/165.doc>

support, supervision and adaptation and in light of that the Ministers will meet again in two years to assess the achieved progress and the new steps to be taken.⁸

After the signing of Bologna declaration, which laid foundations, the Bologna process officially started with an aim to establish European Higher Education Area by 2010. The ministerial meetings continued every two years, in Prague 2001, in Berlin 2003, in Bergen 2005, in London 2007, Leuven in 2009, Budapest-Vienna in 2010 and Bucharest in 2012.⁹ At the 2001 meeting in Prague Ministers assessed the report on the so far achieved progress and emphasized the following points/objectives: lifelong learning is an essential element of the European Higher Education Area, that the involvement of the higher education institutions and of students in the establishment and shaping of EHEA (European Higher Education Area) is needed and welcomed, and also agreed on importance of promoting the attractiveness of the EHEA to students from Europe and other parts of the world.¹⁰ At the meetings in following years, in Berlin 2003 ministers emphasized the importance of research and research training and the need to link EHEA and European Research Area,¹¹ in Bergen 2005 ministers underline the central role of higher education institutions, their staff and students in implementation of the Bologna process, and they underline the future challenges in higher education and research, social dimension of the Bologna process, mobility and the attractiveness of EHEA and cooperation with other parts of the world. At this meeting another five countries including Ukraine join the Bologna process. The total number of involved countries is now 45.¹² In London 2007 as always ministers review the progress that has been made since the last meeting and setup priorities for the next period of 2 years. Priorities for 2009 are mobility, social dimension, data collection (to improve availability of data on mobility and social dimension across all the participating countries), how to improve employability, stocktaking (based on national report) and reporting on EHEA in a global context.¹³ In Leuven 2009 priorities for the next decade were established in social dimension, lifelong learning, employability, etc.¹⁴ Next meeting was held in Budapest-Vienna in 2010 where EHEA was expanded to 47 countries (this is also current number

⁸ EHEA official website, Bologna declaration, (1999), On-line text:

http://www.ehea.info/Uploads/Declarations/BOLOGNA_DECLARATION1.pdf

⁹ EHEA official website, Bologna Process, On-line text: <http://www.ehea.info/article-details.aspx?ArticleId=3>

¹⁰ EHEA official website, (2001), Prague Communiqué,

On-line text: http://www.ehea.info/Uploads/Declarations/PRAGUE_COMMUNIQUE.pdf

¹¹ EHEA official website, (2003), Berlin Communiqué,

On-line text: http://www.ehea.info/Uploads/Declarations/Berlin_Communique1.pdf

¹² EHEA official website, (2005), Bergen Communiqué,

On-line text: http://www.ehea.info/Uploads/Declarations/Bergen_Communique1.pdf

¹³ EHEA official website, (2007), London Communiqué,

On-line text: http://www.ehea.info/Uploads/Declarations/London_Communique18May2007.pdf

¹⁴ EHEA official website, (2009), Leuven Communiqué, On-line text:

http://www.ehea.info/Uploads/Declarations/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf

of participating countries), and ministers recognized the presence of difficult economic times.¹⁵ In Bucharest 2012 meeting higher education is recognized as an important part of solution to the undergoing financial and economic crisis in Europe.¹⁶ They have also adopted a mobility strategy for EHEA where it states that at least 20% of students graduating in EHEA should have a study or training period abroad.¹⁷

b. Subject Relevance and Structure

Quality of education in general and specifically the quality of higher education plays the utmost important role in all fields of a country development and is very significant to its economic health. Higher Education institutions must not just keep in track but sometimes even strive ahead of the economy to provide the economy with much needed highly educated and trained labor, leaders and decision-makers. Bologna process goals are aimed at achieving this in a wider context in Europe and all participating countries and to create European higher education area. In this thesis I examine are these goals achieved and in what extent in Ukraine since it joined the process, what changes did it brought and what was the influence to the quality of higher education in the country. In addition to that I will point out what are the issues with which Ukrainian education system faces nowadays.

This thesis has a structure divided into six chapters. First I examine the Ukraine higher education system in the period prior to the implementation of the Bologna process, I will point out the reasons for implementation and the course of the implementation itself, make an overview of the relevant laws and policies. In next chapter I examine the Ukraine higher education system after the implementation of the Bologna process. I will point out what changes it made to the structure and functioning of the education system and try to measure the overall impact it made. In this chapter I will also consider factors of quality of education system, present data and analyze the statistics on international applicants, students and graduates. I will write about credits allocation, student and teacher workload, learning outcomes, qualifications framework, ECTS grading scale, diploma recognition and other important aspects of the Bologna implementation in Ukraine.

Following chapter is about quality in higher education and its measuring, taking a look at different approaches. Also in this chapter I write about quality of higher education in Ukraine, about competitiveness of Ukrainian university graduates and about current rating of Ukrainian universities.

¹⁵ EHEA official website, (2010), Budapest-Vienna Declaration,

On-line text: http://www.ehea.info/Uploads/Declarations/Budapest-Vienna_Declaration.pdf

¹⁶ EHEA official website, (2012), Bucharest Communiqué, On-line text:

<http://www.ehea.info/Uploads/%281%29/Bucharest%20Communique%202012%281%29.pdf>

¹⁷ EHEA official website, (2012), Mobility for Better Learning: Mobility strategy 2020 for the EHEA, On-line text:

<http://www.ehea.info/Uploads/%281%29/2012%20EHEA%20Mobility%20Strategy.pdf>

In next chapter I write about international applicants (students) which apply to study in Ukraine, about the recruitment process and obtaining information before arriving to Ukraine, about expectations of those applicants and reality that they find out upon arriving.

In the next chapter I will make a comparison of two described periods.

Through research I made, in number of sources and therefore throughout this entire thesis in the context of Ukrainian higher education system and its reforms the issue of corruption is constantly present. With that in mind, I have added one more chapter in which I closely examine this issue in general and especially in Ukraine education system.

c. Overview of Literature

There is a number of books, academic articles, newspaper articles, official websites, online pdf documents, declarations, laws and policies on the subjects covered in this thesis, and these subjects are in the last decade or two of significant interest to all the European countries and governments, educational institutions, educators and students. Especially there is an extent number of literature covering higher education and Bologna process. Literature on Ukrainian higher education are very little, and in some way it covers only information about bologna process implementation, but unfortunately not about quality of Ukrainian Education Institutions or Interest and number of International students.

In Introduction Chapter I was using (Froment, Eric, Jürgen Kohler, Lewis Purser, and Lesley Wilson, (2006): *EUA Bologna Handbook: Making Bologna Work*, Raabe Academic, Berlin). This book gives to the reader understanding of what Bologna process is and how it works. For the better understanding of this issue I was working with official documents such as *The Magna Charta Universitatum*, Bergen, Prague, London and others *Communique*, etc.

For the next two chapters where I'm talking about Ukrainian Education system before and after introducing of the Bologna process, as a guide I was using three books that were presented by Ministry of Education and Science of Ukraine. Book number one (Ministry of Education and Science of Ukraine, Ternopil National Pedagogical University named after Volodymyr Hnatiuk, (2004): *Basic principles of higher education in Ukraine in the context of the Bologna process* (documents and materials 2003 - 2004) part I, Kyiv, Ternopil), the next two books are part II with documents and materials from the middle of year 2004 (was published in year 2005) and part III with documents and materials from the year 2005 (published in 2006). Those books describe basic principles of the development of higher education of Ukraine, as well as focus on changes in legislation, and observe all documentation connected with the implementation of Bologna process,

concentrates on the reasons of implementation of new system. Also I was using some online sources that were needed for description of full picture of the situation.

Chapter about international student in Ukraine was carried out as a result of the initiative of pilot research programs, initiated by the East European Development Institute (SYEIR), "Amnesty International" and Elise Garvey scholarship awarded by the Fulbright Foundation in 2008, and the activities of a social nature, in the project titled "No Boundaries" in the period from March 2008 to October 2011. In addition, in September-October 2011 "Social Action" / "No Boundaries" Project operated among foreign students in Kiev and Kharkov, where the existing data was verified by survey and compared with the current reality.

Chapter about quality was based on my research of World University Ranking tables, Ukrainian University Ranking tables and work research of Volodymyr Bakhrushins and Alexander Gorban academicians of AN University of Ukraine, who observes how education could be measured.

Last chapter fully concentrates on issue of corruption in high education generally in the world and especially in Ukraine. In this chapter I was using a wide selection of sources like web, journal and newspaper articles, different academic research papers, books, etc. Discussion of literature goes throughout the body of this thesis, therefore in this "review" I have made only a very brief summary of the main points that I highlight later in the thesis - points which are taken from authors who I reference in the main body of the text, and, due to constraints on space, not here in this summary. Discussion and analysis of the literature will also take place in the relevant sections of the thesis.

My Master Thesis project differs from existing literature by following: In my work I'm trying to give a full picture of High Education in Ukraine, where mostly other sources/literature concentrate only explanation and implementation of Bologna, while I'm giving just a short overview of this, and therefore I'm concentrating my research on quality and interest of international students, as well as describing problems of High Education in Ukraine.

d. Methodology

In this thesis I have used qualitative methods in research with interpretative approach along with some quantitative elements. I have analyzed a number of primary sources, such as laws, declarations and policy papers, also accompanied by various academic publications, books, newspapers articles, official websites and other sources relevant to this subject.

I have analyzed laws of Ukraine "On Education" and "On Higher Education", Ukraine national program "Education. Ukraine XXI century.", Constitution of Ukraine along with other policies,

government acts, resolutions and regulations which all define and form the main directions and framework of the state policy in the field of higher education. Along with that I have closely analyzed the Bologna Declaration, following declarations and connected documents, official websites like EHEA website, also EUA Bologna Handbook to be able to understand what is the intention and possible impact of implementation of Bologna.

The quantitative elements of the research, such as analysis of statistical data on higher education in Ukraine, government reports and other relevant data will also provide substantial evidence for the research. To get a better insight I have sent the following requests to Ukrainian government institutions: request about number of foreign students for years 2005-2013, request about statistical data of foreign students working in Ukraine and request about number of foreign students that come to Ukraine through exchange programs. I received an answer in form of an official written letter from Ministry of Education and Science of Ukraine Department of Higher Education only to request about the number of foreign students studying in Ukraine for the mentioned period and also information about the country of their origin (for which I have made corresponding graphs) and other statistical data was not available. Also I sent request for online interview with representative of department of education in Ukraine but unfortunately I did not get any reply. I have sent interview questions in written form (6 questions) to professors from four different Ukraine Universities: Donetsk National Technical University (Donetsk), Bogomolets National Medical University (Kyiv), The National University "Yaroslav The Wise Law Academy of Ukraine" (Kharkiv), Ivan Franko National University of Lviv (Lviv) and received one reply which confirms the views that I have also found in other sources.

To research on corruption in Ukrainian education system I have analyzed a number of newspapers articles, agencies for help to foreign student's websites, and books on the given subjects, along with some statements of Ukrainian officials.

2. Period prior to the implementation of the Bologna process in Ukraine and reasons for the implementation

a. Period prior to the implementation of the Bologna process

In 2011 Ukraine has celebrated 20 years of independence. Over the years, Ukraine as a young country has undergone through many reforms and transformations, including ones in education. It is indisputable that in the process of formation and development of the state education sector plays a key role by providing a control system of public education, teacher training, and public intellectual elite. A path towards becoming a successful competitive state is by ensuring the quality of education. After independence (1991) sovereign Ukraine began to form their educational policies.

In priority new-found country supplied integrated development of primary, secondary and higher education, as a guarantee of the country's forward movement and development.

From Soviet time Ukraine inherited quite extensive and well-developed higher education system which in many ways corresponded to the level of developed countries. However, because Ukraine was a part of the Soviet Union education system, after independence the state met negative consequences. Staff training for the most parts was focused on the Soviet Union needs and plans, leading to imbalances in placing higher education institutions and in the structure of professional directions training. In the new state there was an excessive number of specialists in engineering areas, but not enough lawyers, economists, sociologists, psychologists, managers, etc. Conceptual foundations of education reform have been identified by the state national program "Education. Ukraine XXI century" This document was created by the creative team of educators and practitioners, and was later reviewed and approved by the first congress of pedagogical workers of Ukraine (December 1992) and approved by the Cabinet of Ministers (Resolution № 896 of November 3, 1993). The main objective of this program was the focus of higher education to meet the educational needs of each person, taking into account national and cultural rights and needs of all citizens regardless of their ethnicity. This is implemented primarily through the updating of the content of education, its synergies between all levels of education, the introduction of advanced pedagogical concepts and technologies, taking into account the best national and international experience, the formation of a new generation of teachers. One of the areas of this reform was to overcome the state monopoly in the field of higher education and ensuring its multiculturalism and diversification of educational program, creation of a variety of sources of funding, development and democratization of the forms of government, establishment of educational institutions of different types.¹⁸

The main directions of the state policy in the field of higher education are defined by the Constitution of Ukraine and laws of Ukraine "On Education" and "On Higher Education", acts of the President of Ukraine and the Cabinet of Ministers of Ukraine. Law of Ukraine "On Higher Education" regulates social relations in the field of training, education and professional training of Ukrainian citizens. The law establishes the legal, organizational, financial, and other foundations of the system of higher education, creates conditions for the self-realization, meeting needs of society and the state for qualified specialists.¹⁹

¹⁸ National report "Development of Education in Ukraine in 1995-2004", p.20., On-line text: <http://ecoedu.iseu.by/uploads/files/cis3.pdf>

¹⁹ Ministry of Education and Science of Ukraine, (2010): Country Report: Ukraine, p.8., On-line text: http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc

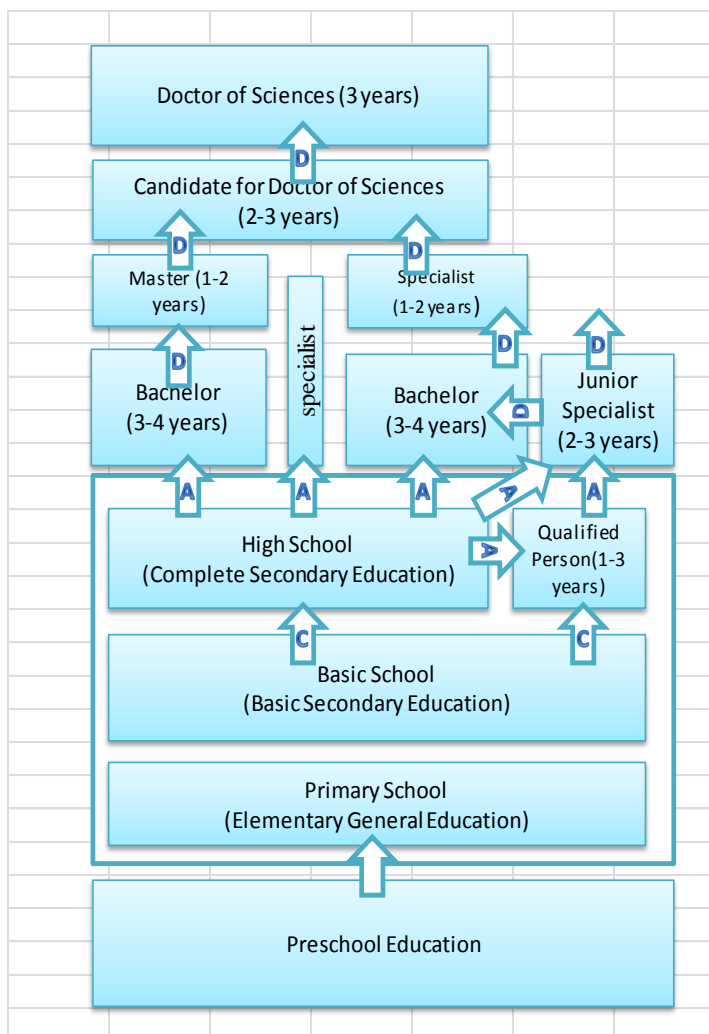
Art. 53 of the Constitution established the right of citizens to education. Article 4 of the Law of Ukraine "On Education" declared that Ukraine recognizes education as a priority area of socio-economic, spiritual and cultural development of society. State policy in the sphere of education is determined by the Verkhovna Rada of Ukraine in accordance with the Constitution and is implemented by the executive authorities and local self-government. To ensure the implementation of a unified state policy, in the field of education state control of education is carried out, regardless of ownership. State control is carried out by central and local education authorities and educational institutions of the State Inspectorate of the Ministry of Education and Science of Ukraine. The provisions on central government education authorities, the State Inspectorate of educational institutions under the Ministry of Education and Science of Ukraine, approved by the Cabinet of Ministers of Ukraine. Article 4 of the Law of Ukraine "On Higher Education" confirms the right of citizens to higher education. Ukrainian citizens have the right to obtain free higher education in state and municipal institutions of higher education on a competitive basis within the standards of higher education, if a certain level of education and qualification Ukrainian citizen acquires for the first time. Ukrainian citizens are free to choose the form of higher education, the university and specialties. Foreigners and stateless persons who are in Ukraine legally, are entitled to receive higher education, except the right to receive higher education at the expense of the state budget, local budgets, unless otherwise provided by international agreements, approved by the Verkhovna Rada of Ukraine.²⁰

One of the main characteristics of system of higher education in Ukraine is a professional qualification as a result of citizens graduating. Since the 90-ies of the last century, training in higher education in Ukraine is carried out on the stage system. Law of Ukraine "On Education" in Ukraine introduced a system of higher education, providing training of educational qualification levels of bachelor's and master's along with the traditional and only one for Soviet time specialist degree. (Ministry of Education and Science of Ukraine, (2010): Country Report: Ukraine, p.8) In the stage system of education of Ukraine there are following educational and skill levels of higher education: junior specialist, bachelor, specialist and masters. Training of students of bachelor level is the first stage of professional higher education that is primarily academic focus. Training is 30-35% of teaching time. Ukraine has 3-4-year cycle of bachelor training on the basis of secondary education, which gives students the right to receive appropriate training towards professional qualifications and to occupy the vacancies on the job market. At the same time acquire a bachelor's level of basic higher education. Acquired academic qualifications gives bachelors right to continue education in all educational training program of education and qualification levels of specialist or master in this

²⁰ The Ministry of Education and Science of Ukraine, Odessa National Academy of Law, under the general editorship of Academic S.V. Kiealov, (2004), Administrative Law of Ukraine, chapter 33, p.525-528, Odyssey, Kharkov

field of study, after which student will get full university degree and professional qualification level. Training of student's as specialist or master level is another stage of higher education, and has a predominantly professional orientation. Period for training a master's or specialist does not exceed 1-2 years.²¹

Fig.1 The structure of education in Ukraine before implementation of Bologna process



Note: C – certificate of completion of secondary school, A – certificate of completion of high school, D – diploma.

Source: Shynkaruk W., Main directions of restructuring higher education in Ukraine, The official website of the Ministry of Education and Science of Ukraine

There are two scientific degrees: Candidate for Doctor of Sciences (2-3 years) and Doctor of Sciences (3 years). These degrees in Ukraine can be obtained not only in universities but also in research institutions of various submissions. Besides, getting a degree is not always accompanied by studies at the university. It is possible to do individual research on their own or under the guidance of eminent scholars.²²

Only accredited higher education institutions have the right to issue documents on higher education (diploma) that are recognized by the State. Accreditation is carried out by the Ministry of Education and Science of Ukraine through the accreditation examination after or during the expiration of the training of future professionals (students) in higher education. The possibility of higher levels of a certain type of educational institution to conduct educational activities related to higher education and qualifications is determined by the level of accreditation. The law "On Higher Education"

²¹ Cabinet of Ministers of Ukraine, (1998), Resolution number 65 "On approval of the educational and skill level (Step Degree Training)", On-line text:

<http://zakon4.rada.gov.ua/laws/show/65-98-%D0%BF?test=4/UMfPEGznhhWO5.Zilpb7VVHI4Vks80msh8le6>

²² Shynkaruk W.,(2007), Main directions of restructuring higher education in Ukraine, p. 15, The official website of the Ministry of Education and Science of Ukraine

establishes four levels of accreditation of higher education institutions. Higher education institutions of the first level of accreditation are training professionals (students) in the field of educational qualification of junior specialist. Higher education institutions of the second level of accreditation prepare students of junior specialist level on condition of entering into the structure of higher education levels III-IV accreditation - in areas of training educational qualification of bachelor's degree. Higher education institutions in the third level of accreditation are eligible to teach students the educational qualification of bachelor and specialist. Higher education institutions of the fourth level of accreditation are preparing for all introduced in the state qualification levels - bachelor, specialist and master. Additional terms and conditions for the accreditation of the institution of the IV level is the availability of effective functioning of its postgraduate or doctoral studies, as well as methodological and editorial work. Higher educational institutions of III-IV accreditation levels are also included in the National Register of scientific institutions, who receive support from the state.²³

To ensure the quality of higher education, the state uses the material, financial, human and scientific resources of the society and the state. High quality of education involves the relationship of education and science, educational theory and practice. Quality is based on the requirements of the standards by public evaluating of education services. (Ibid)

The volume of financing education and science must meet the needs of society and individuals in a quality education. The government has gradually increased spending on education and brings it to the average of European Union countries. The effectiveness of financial resources devoted to education, provided on the basis of the establishment and strict observance of the basic principles of its funding:

1. Gradual transition to the formation of state and local education budgets on the basis of established standards per student;
2. Clear separation of budgetary and extra-budgetary funding for educational institutions;
3. Introduction of direct relationship between the amount of funding and the quality of educational services provided by a specific institution;
4. Allocation of budget funds on a competitive basis through the state order for the educational institutions of different forms of ownership, taking into account the quality of educational services;
5. Economic activities of educational institutions on the basis of a non-profit. (Ibid)

Graduate and post-graduate studies are funded on the basis of both public and individual needs. Social needs are provided through a government order to release the necessary budgetary

²³ National report "Development of Education in Ukraine in 1995-2004.", pp.25-26,34-35. On-line text: <http://ecoedu.iseu.by/uploads/files/cis3.pdf>

allocations distributed on a competitive basis. The financing put the annual cost of funds for training relevant educational qualification level in the form of national standards. Individual needs are provided for by tuition fees from a variety of sources. (Ibid)

b. Reasons for implementation of the Bologna Process

The crisis of education in Ukraine came under the powerful influence of the general crisis of the Ukrainian state and all its socio-economic and socio political system. During the years of independence, Ukraine is still not able to overcome the social and economic crisis, the expression of which can be seen in the higher education system. Education reforms are superficial and not coordinated, they do not solve the immediate problems, such as ongoing reduce of the education quality, the gap of information links, the sharp devaluation of the status of the teaching and research activities, the residual financing principle, the backwardness of the material and technical base of higher education, the existence of different forms of education property, inadequate social protection of teachers and students, the loss of good teachers (staff). As a result, higher education in Ukraine is becoming illiquid and non-competitive, and with significantly lower level than the level of education of developed countries, and also not recognized by the European Community.²⁴

In addition to the crisis in the education system, Ukraine has the goal of joining the European Union and puts this problem in one of the first places on its list. As we can see already in 2002, Ukraine has started to create different working groups to address this issue. Joining the Bologna process could make state closer to achieving this aim. Another reason to join the Bologna process is of economic nature. According to the Minister of Education and Science, Youth and Sport of Ukraine Dmitriy Tabachnik, there are about 60 thousand of foreign student in Ukraine (2013) and they bring in to the government about 4.3 billion GRN (approximately 390 million EUR or 537 million USD) per year.²⁵

The aim of the Bologna system is the introduction of two-tier education system - bachelor and master, the mutual recognition of university diplomas, provision of loans for education, the creation of common European standards of teaching quality in higher education. It is important to mention that it's an issue - one of the most controversial issues of the Bologna Process in the Ukraine and many other countries, including Russia, Austria, Belgium, Germany and Greece, which traditionally show a unitary higher education system. In these countries, there was a serious debate concerning

²⁴ Podolskaya E.A.,(2010), Pedagogy and Psychology of Higher Education, p. 14, NUA, Kharkov

²⁵Newspaper Korrespondent, (2013), Money which Ukraine gain with a help of foreign students, On-line text: <http://korrespondent.net/business/career/1512191-vedomstvo-tabachnika-podschitalo-skolko-ukraina-poluchaet-blagodarya-inostrannym-studentam>

the need of a transition to a two-tier educational system and the consequences that may occur after changes in this area. Bachelor, the first stage of higher education characterizes intellectual characteristics that determine personal development and provide professional opportunities to work in a particular area. In Europe, the bachelor title is considered as a preparatory step to further higher education. According to the Bologna protocol, bachelor's and master's academic qualifications are professional – even under the laws of Ukraine. It should be noted that there is another aspect to this issue. For the Bologna Agreement the independence of universities in the implementation of recruitment of subjects and determining their content is very important. The introduction of this provision in Ukrainian universities is also associated with a number of difficulties, both objective and subjective. The fact is that this rule has a long historical tradition in European universities. Vectors of this tradition were directed towards achieving autonomy for universities, as well as for a role in monitoring the activities of universities. Therefore, in the present circumstances, Ukrainian state universities that have a strong educational base, concentrate to ensure their greater autonomy and thus improve the efficiency and increase the quality of education. The Bologna agreement takes into account the level of educational practices that are already established and where there is a system of state control and management of universities, as well as requiring a radical overhaul of the structure and practices of education at universities. We can see the positive impact on learning the Bologna process in the knowledge-based assessment system – modular credit education system. The positive is the fact that it is based on systematic work. The module is a set of goals. These tasks are carried out in accordance with a student's choice. It is a modern approach that allows us to switch from the system of subject (a teacher) - object (a student) to the actual transition of students into an active and responsible educational process. The credit system helps to overcome difficulties associated with the mechanism of comparing the levels of education at different universities. The credit system offers students a completely new role to proper partners in the education process; it supports the development of skills, co-operation, independence of thought, taking into account their individual characteristics.²⁶

The new situation in education is beginning to play an important role in individual work. This requires new planning principles of the educational process (sudden change in the independence and relationships in classrooms, lectures, group and individual education). The change is most clearly reflected in the financing, licensing and certification systems. In European countries and particularly the USA, the standards system is a kind of "code of honour" and a guide to achieve the best results in the field. The status of Ukraine is determined by the need to create more academic

²⁶ Matuch S.A., (2011), Features of the integration of higher education of Ukraine to the Bologna standards, On-line text: http://mev-hnu.com/load/mizhnarodna_naukovo_praktichna_internet_konferencija/7_upravlinnja_ekonomichnoju_bezpekoju_promislovikh_pidpriemstv/8-1-0-107

content and quality of education. In accordance with European standards it supposes the use of different financing instruments and quality control, as the level of homogeneous educational experience of Ukraine is very primitive. This is happening at the present time, when the leaders of the Bologna process country have special importance in the formation and accumulation of human capital. It determines the level of intellectual potential of the country as a fundamental part of national wealth. In addition, the effective use of accumulated scientific and educational potential is an essential condition for economic and social stability. (Ibid)

Among the components of the modernization of higher education in the Ukraine, which gained special importance in the context of national priorities in the XXI century, we have identified the following:

1. The national legislative framework in the field of education in line with international standards.
2. Optimizing networks of higher education institutions to increase the number and quality of specializations in the field of higher education.
3. Creating conditions to assure equal access to higher education, continuous learning process and career development.
4. Providing high quality education in line with international standards.
5. Information on education, modernization of methods and educational technologies, the transition to an open educational model.
6. Focusing on a student and their secondary education in the context of preparing for college, to promote the harmonious development of the student's personality, their ability to independently acquire and develop knowledge, acquiring information and social skills.
7. Securing and maintaining good quality teaching staff, on which the quality of higher education depends.
8. By joining the Bologna process the preparation of a skilled workforce for Europe should be supported. Due to the requirements of the Bologna process it is needed in the Ukrainian higher education system to focus on teaching and experience at European level, in particular for the economy, science and culture of the Ukraine. This is achieved by ensuring timely innovation of the learning process, socio-economic and cultural development and improvement of living standards to meet European standards. (Ibid)

However, there are many issues regarding Ukrainian higher education within the Bologna process:

1. As for the two-tier education, it is faced with the problem of underestimation of the "Bachelor" educational level, for both students and also employers. In the western education system the bachelor's degree is enough to consider a graduate to be an expert in their field and is able to

competently perform their job. A degree level higher - "master" is not so preferred. In the Ukraine, almost all try to reach the title of Mgr. As a result, they only try to formally bring the Ukrainian education system to European standards; there is often just a confused system of educational levels, without changing the content of education.

2. Previously, the classic paradigm in education represented by the relationship between the subject – object (where the subject is a teacher and the object is a student), the student is now also becoming a full-fledged part of the educational process. The method of implementing the co-operation of teachers and students is a point – a credit modular system, which is a condition of the Bologna process. It is practiced by modular knowledge tests at the beginning and end of the course (modular credits). In such a system the test is usually, of course, only a part of the assessment of student work, because the most important part of the evaluation is the ability to continue to work throughout the course. Attending lectures and seminars needs autonomy and personal responsibility at all levels of the course. The main task of the teacher in supporting this responsible approach is to create interest and a creative approach to learning.
3. Regarding the quality of education, especially with regard to its efficiency, the ability to use the acquired knowledge and skills in practice is very important. According to experts, this parameter is lower in Ukrainian university students than in most European colleagues. It is well known that many Ukrainian graduates have the theoretical knowledge but their practical skills and application of their knowledge is unsatisfactory. According to European standards and at high schools in the west of the Ukraine, a graduate is already familiar with the practice within the course of study and immediately after graduation they can fulfill their obligations, which is an excellent recommendation for higher education. This condition can only be achieved if a student doesn't lack in their own study skills, is able to plan their time and take a proactive approach to the work done - these are all skills which a student should be capable of during training. However, in the Ukrainian higher education, the independent study of students is not controlled or defined in any way, it has no methodological support or justification, and there is no form of control, with the exception of seminars. The practice shows that the average hourly load of an Ukrainian teacher or head teacher is an unbelievable 900 to 1200 hours. The situation regarding professors is not much better - their hourly load is 600-900 hours. It is clear that all their time and preparation is devoted to lectures and seminars, so there is not enough time to check individual work, coursework or research and university teacher's own publications.
4. The Ukrainian system of academic degrees is comparable with European, which enables the mobility of teachers and researchers in Europe.
5. Lack of adaptation of national legislation to the norms of European law, the reluctance of European countries and the EU to remove barriers to the migration of Ukrainian citizens do not

promote free movement and employment of students. These restrictions are in contrary to the Bologna system and they prevent the application of the mobility principles within the Bologna Process in Ukraine.

6. Insufficient number of permanent joint projects and structures, there is no teachers forum and support for collaboration with education associations and research in Europe, there is a program missing to assist the European Network for Quality Assurance in Higher Education and information sharing, security objectives and principles of the Bologna process in Ukrainian education and public awareness on their contribution to the Ukrainian higher education. Despite the problems the Ukrainian education system faces within the Bologna process, it is important and necessary for Ukrainian society because it is necessary to solve the recognition issues of Ukrainian diplomas abroad, improvement in the efficiency and quality of education in Ukrainian universities and thereby improvement of the competitiveness of Ukrainian universities and their graduates on the European and international labour markets.²⁷

The Bologna process is applied in the European Union and in Europe and it is part of the globalization process of higher education and the global labour market. By joining the Bologna process the principle of autonomy in higher education in the Ukraine will be promoted, as well as weakening and eventually eradicating the solid administrative and financial control by the public authorities, effective participation and use of their own resources in the learning process, training organization and exchange programs for students and teachers. Currently, education in the Ukraine is going through a modernization phase, which aims to create a mechanism for sustainable development and quality of professional training in accordance with international standards. If Ukraine wants to take its rightful place in the international community, it is necessary to select the type of economic development that will ensure its future prosperity. Most scientists believe in this type of innovation. Innovative type changes are characterized by a high level of education and science, especially in the applied science, the development of research and industry, in a favorable economic environment for implementation. But it seems that at the moment, science is not a national priority for Ukraine. For example, in Hungary in 2002, there was a law adopted according to which there are tax breaks for companies that fund a research which can be up to 200%, the research costs are not taxed either, but with the same amount it will reduce the overall tax base. The Law of Ukraine "On scientific and technical activities" does not provide tax breaks for researches, and state-funded scientific and technical activities constitute less than 1.7% of GDP. Funding of

²⁷ Shynkaruk W., (2007), Main directions of restructuring higher education in Ukraine, The official website of the Ministry of Education and Science of Ukraine, On-line text:
https://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CC0QFjAA&url=http%3A%2F%2Fwww.mon.gov.ua%2Fimages%2Feducation%2Fhigher%2Fbolpr%2Fnapr_ukr.doc&ei=gpGSUaW7JMrBswbng4HwDA&usg=AFQjCNHiqFXnqs3dwbWR0PK8YI_y0Pg0VA&sig2=NaHbltBnQmYct3cnHAXhaQ&bvm=bv.46471029,d.Yms

scientific and technical projects from all sources amounted to 1.2% of GDP and from the state budget - 0.4% in 2009. At the same time, the expenses on science in the USA are 2.54% of GDP, in Germany - 2.26% of GDP, in France - 2.34% of GDP, in Russia - 0.53% of GDP. This means that the lack of public funds, combined with elements of a market economy complicates the creation of economic conditions for the efficient higher education development. The development of the intellectual potential of Ukraine requires a fundamental change in the relationship between science, the state and the market. The level of funding for education is inadequate, it does not provide effective funding for education, research and applied sciences, therefore, there are calls for a set of measures for the future aimed at: decentralizing education management, the provision of more funds from local budgets and an extension of this responsibility to local governments; transition from state funding of education to market conditions, the so-called "Economics of Education"; harmonious transition to the Bologna model of education, the creation and development based on a national model that will provide high-quality knowledge and competitiveness in world markets. For that reason, it is necessary not only to come up with innovations, time-tested in the education system, but also to upgrade them at the right time. Therefore, we note that in the innovative development of higher education there must be a further submission of implementing the institutional reforms. If it is necessary to preserve the national heritage of Ukrainian education and prevent the destruction of the national system of higher education, it is needed to pursue a balanced and progressive change both organizationally and financially. (Matuch S.A., 2011, Features of the integration of higher education of Ukraine to the Bologna standards)

3. Ukraine's education system: period of the Bologna Process implementation and after

On May 19th, 2005 in Bergen, Norway at the Conference of European countries, Ukraine joined the Bologna process, pledging to make the appropriate changes in the national education system and join the work to identify priorities in the process of creating a single European Higher Education Area by 2010. In accordance with the objectives of Bologna Process educational systems of the countries participating in the Bologna Process should be changed till year 2010 to promote:

1. Facilitated crossing of citizens to further study or employment in the Zone of the European higher education;
2. Increase the attractiveness of European higher education;
3. The expansion of Europe and ensure its further development as a stable, peaceful and tolerant society.

It should be noted that Bologna process does not involve creating completely identical education systems in different countries; it is only intended to strengthen relationships and improve understanding between different educational systems.²⁸

In the Bologna Declaration (1999) the Ministers responsible for higher education in European countries has set six objectives, which compliance was envisaged by 2010:

1. To adopt a system of easily readable and comparable degrees / titles of higher education.
2. To adopt a system based on the pre-graduate and (post)graduate cycles. That ultimately means the existence of three study degrees - bachelor, master and doctoral, while higher education can be obtained after three years of the successful completion of a bachelor study. Since the restructuring of higher education, especially the division of classical long master study in two sections, it is intended to fulfill different needs - individual, academic and labour market, the difference between them lies in the different learning outcomes and acquired competencies.
3. To introduce a system of credits that will encourage student mobility. This system can extend from higher education to lifelong learning.
4. To promote the mobility of students, academics, researchers and administrative staff of universities.
5. To promote European co-operation in the quality of higher education.
6. To strengthen the European dimension in higher education. For example, this is currently done through the implementation of joint study programs such as joint degree or double degree.

It is the formation of a credit system that facilitates mobility within higher education institutions, and this was one of the objectives of the Bologna Declaration. The European Credit Transfer and Accumulation System (ECTS) has its origins in 1989, when it became a part of the Erasmus program, which has acted as a mobility program for university students, teachers and staff since 1987. Although ECTS was set up by the European Commission, it is used as one of the important tools in the Bologna process in creating the EHEA. The most complete overview of the ECTS is given by the ECTS Users' Guide. In general the ECTS is seen as a mechanism for ensuring transparency and comparability of study programs. It plays an important role in the European qualifications framework and in the formation of the national qualifications framework. The emergence of ECTS was originally associated with credit transfer in recognition of studies abroad, to facilitate student mobility. At the Berlin Communiqué in 2003, it was agreed that ECTS will also serve as a system of credit accumulation, which is also used by immobile students to obtain a degree. Therefore, ECTS not only facilitates the recognition of qualifications and periods of study,

²⁸ Official web site of Education policy in Ukraine, Bologna. Online text: <http://www.osvita.org.ua/bologna>

for example it also helps to check study requirements and provides students with greater flexibility in setting up the curriculum and greater study permeability. The introduction of ECTS in higher national education systems is considered a successful step in the creation of the EHEA. Although in many countries ECTS is not fully implemented and without problems, it still is the only credit system successfully used throughout Europe. ECTS was adopted by more than thirty countries, and is used by over a thousand institutions of tertiary education. Some institutions have their own credit system, but it is usually compatible with ECTS. ECTS is not only used in the study programs of tertiary education, but also in the field of lifelong learning (ECTS Users' Guide 2005, ECTS Users' Guide 2007).

a. Credit allocation, student workload and learning outcomes

The main pillar of the ECTS is the use of credits which are assigned to individual components of higher education study (courses, modules, programs, etc.). A student receives credits for successful completion of a course or study, respectively for compliance with predetermined results of learning. This means that they can also get recognized credits for study at another university, if the learning results in the particular course are identical. Students always obtain the same number of credits in the specific component regardless the mark, which they gained for completion. According to the ECTS Users' Guide, these credits represent the amount of spent work (student workload measured in time). The credit system is based on the student workload required to achieve the objectives of the study program or course, i.e. learning outcomes and competences acquired by their completion. The ECTS is set up so that the workload for one academic year corresponds to 60 credits. Standard sixty credits per year may be applied as a factor in quality assurance in cases when it is very different to the number of credits obtained by the student for the year. In ECTS, we meet two important concepts, respectively factors that affect the credit rating of each study component. Those two factors are the already mentioned student workload and learning outcomes. The student workload represents all time associated with learning activities such as lectures, seminars, exercises, tests, self-learning, etc. Learning outcomes which are expressed through competences, indicates what a student will know, understand or what they will be able to do when they complete the course or study. Universities are encouraged to report learning outcomes and competencies with each course and in each study program profile. Description, or in other words profile of a study program is recommended to define after consultation with relevant people who may be experts in the given field, practitioners, students, etc. The use of learning outcomes is reflected by the new trend of teaching, which is not described in terms of content, but the final result. Learning outcomes help to compare qualifications based on their content, not by methods and process of obtaining these qualifications. An important mean in the description of qualification is the Diploma Supplement,

which contains the learning outcomes. Learning outcomes are not only used in the ECTS, but also by the European Qualifications Framework (EQF), Qualifications framework for the EHEA and the National Qualifications Framework. The key issue in the credit system is how to allocate credits correctly to the various components of study. Correct allocation of credits should be a part of the internal and external quality assurance system at school. According to the ECTS, the basis for credit allocation should primarily be the workload of an average student, in other words, the time associated with all activities of students in the learning process. An important step in estimating student workload should be defining the learning outcomes, which specify what activities in the learning process are applied. The number of contact hours or importance of the course should not be the only basis for the allocation of credits. When determining a credit rating they often only take into account the number of contact hours in lessons, this is a common mistake. Within the "Tuning Educational Structures in Europe" project, the European Commission recommended a procedure to properly identify the student workload. Determination of student workload should be based on the amount of study requirements, which are based on learning outcomes and the required time spent to achieve them. With the help of different strategies it is necessary to be able to estimate the time required to meet the obligations. The estimated student workload should be checked e.g. by a student evaluation of courses and, make adjustments if it does not correspond to reality. Determination of the student workload is generally usually based not only on the number of contact hours in the classroom, but also time spent in individual or group work (e.g. taking notes, searching and studying learning materials, writing projects, dissertations, etc.), the time needed to prepare for an exam and time dedicated to training, internships. The ECTS Users' Guide of 2009 states that in determining student workload, also the following factors are taken into account: the level of students in the study program, approach to learning and teaching, or whether the course is taught as a seminar for a small number of students or lecture addressed for a larger number of students. The assigned number of credits to individual courses should not be too small to avoid fragmentation of the study, or too large so the study remains manageable. The learning outcomes are formulated at two levels, namely at the level of the study program and the level of individual courses. In both levels the prerequisite for effective formulation of learning outcomes is the existence of certain objectives of the teaching units, especially the objectives of a study program in terms of theoretical and methodological profile of the program, which reflects its focus and the target profile of a graduate.

b. Qualifications Framework

Qualifications Framework is a generic definition of learning outcomes in terms of knowledge, skills and other qualifications, whose proof is expected from all students at a particular level of education.

Qualifications shall mean a formal acknowledgment of achieved learning outcomes (this aspect is included by for example, the Lisbon Convention on the Recognition of Qualifications concerning higher education in the European region from 1997). Qualifications frameworks were established primarily as a tool of communication, transfer of qualifications and support of the creation of common qualifications type joint/double degree between the various national educational systems themselves, which corresponds to the degree of generality, focus and use of descriptors of both qualification frameworks at European level, i.e. overarching the European Qualifications Framework of higher education, which was accepted by the states of the Bologna process in 2005, and the European Qualifications Framework from 2008. The formation of National Qualification Frameworks (unlike European Frameworks) is also necessarily entered by the aspect of the higher education policy of the state, manifested by a certain idea about the educational mission of the educational system levels, as well as a more detailed breakdown of qualifications by disciplines (sectoral qualifications frameworks). At national level, the qualifications framework is a tool for achieving accountability of universities for results achieved by educational activities.

c. Grading scale ECTS

Similarly to the actual credit system, the grading scale within ECTS is also used for greater transparency between the individual higher education systems, because it facilitates the transfer of classification between schools, therefore it enables recognition. This scale is used to mark student learning abilities in relation to the learning abilities of others. The basic principle of classification in ECTS is primarily the division of students into two groups, according to whether the students met/did not meet the requirements to pass the exam, etc. The group of successful students is divided into five groups, where the top 10 are rated by A, the next 25% by B, another 30% with grade C, another 25% with grade D and the last 10% with grade E. The group of students which did not meet the requirements, are graded either by F or FX, those with FX nearly met the requirements, while those with grade F would have to make significant efforts to successfully meet the requirements. The grading scale is not compulsory within the ECTS, but it's recommended, and its use is not binding to obtaining the ECTS Label certificate. The grading scale has undergone many discussions and criticism. For example the disadvantage is a problematic conversion of national grading systems with five or less degrees on the five-degree scale of ECTS. The Users' Guide 2009 does not mention it at all. At present, therefore, it is preferred to use the grading table of ECTS, which is based on a statistical distribution of marks for each study program in the grading system. The practice is no longer such that the grading used will be converted to grading according to ECTS, but it will only be determined to what percentage of students the classification level belong to in the school grading system. On this basis, the individual grading tables of schools in the given study

program can be compared. To build a table that shows the distribution of marks in the given program, it is advised to take advantage of all marks from a minimum of the last two years. The ECTS grading table which is specific for each field and each school should be included in the Transcript of Record and Diploma Supplement (ECTS Users' Guide, 2005; ECTS Users' Guide, 2007; ECTS Users' Guide, 2009).

d. Recognition of study and Diploma Supplement

One of the objectives of the Bologna Declaration is the adoption of easily readable and comparable system of degrees and titles, so as to allow the recognition of degrees and parts of study. A very important step concerning this issue was the ratification of the Lisbon Convention of 1997 and the issuing of the Diploma Supplement. The provisions of § 90 paragraph 5 of Act No. 111/1998Sb. may seem problematic, since it requires refusal of recognition if the study programs are substantially different after their comparison (with programs accredited by a Czech University). This paragraph implicitly assumes to compare the study programs. ENIC and NARIC have an important application in the field of recognition. Within the Erasmus program the recognition of parts of study is required, because a study agreement has to be pre-signed. Similarly, also recognition within joint study programs such as joint/double/multiple degree is guaranteed. In general, the recognition of courses and credits obtained for a similar course studied at another school should depend on the learning outcomes assessment rather than on whether the given components of study agree on the number of credits or procedures that lead to graduation. The decision regarding the recognition of achieved qualification or completed courses is facilitated by listing study results or the Diploma Supplement (ECTS Users' Guide, 2007; ECTS Users' Guide, 2009).

e. Changes in Education Structure of Ukraine

Starting from Bergen (May, 2005), in Ukrainian higher education system were made important steps in the implementation of the Bologna process and prepared an Action Plan to implement them until 2010. Under the guidance of the Ministry of Science and Education by the Government of Ukraine there was created an interdepartmental working group on implementation of the Bologna process. In 2006, experts from leading universities of Ukraine formed national promoters of the Bologna Process in Ukraine (National Team of Bologna Promoters). They participated in training seminars on topical problems of higher education in the European educational area and accordingly carried out in Ukraine training sessions on such key areas:

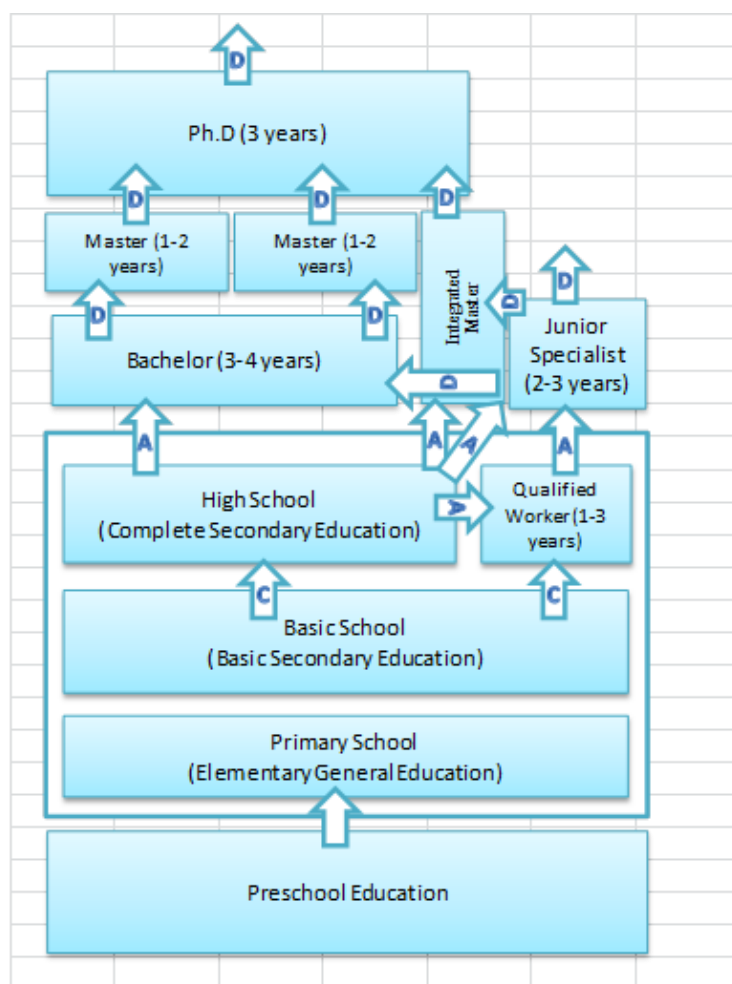
1. Quality assurance of higher education;
2. Three cycle system of education;

3. Qualifications Framework of the European educational space.²⁹

Created at the Ministry of Education and Science of Ukraine Ukrainian Student Council became a candidate member of The National Union of Students in Europe (ESIB). In the 2006/07 school year, in all universities of Ukraine III-IV levels of accreditation was implemented a credit transfer system ECTS and also prepared a corresponding package of innovative regulations of ECTS, developed recommendations and carried out organizational activities on implementation of the Diploma Supplement of European sample. In 2006, at the initiative of the Council of Great Charter of Universities (Magna Charta Universitatum) were held two seminars on the convergence of higher education on the way to the European educational space. System of informing and motivating of actors of higher education institutions on problems of integration of the Ukrainian higher education system in European area was expanded. For this purpose were established close contacts with the working groups of the European Union. In the education system the following classification of educational institutions: technical schools, colleges, universities, academies and institutes. Different types of institutions governed by the same rules and regulations, except for the financing of public and private institutions. Ministry of Education and Science of Ukraine has taken some steps to the formation and implementation of the system of national qualifications. Basis for these actions is the harmonization of the national qualifications system to the Qualifications of the European Higher Education Area in particular implementing the following measures. At the Governmental level was developed and approved a number of programs for bachelors, which takes into account the experience of European countries. In the same way started formation of the National Framework of Qualifications BA, which corresponds to these programs, and will be presented to the Bologna process (BFUG) to adapt to the European system of qualifications. (Ibid)

²⁹ Nikolayenko S.M., (2007), Higher Education reform in Ukraine and Bologna Process: Information materials, p.32-34
Online text:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/documents/HigherEducation_in_Ukraine_Russian.pdf

Fig.2 The structure of education in Ukraine after implementation of Bologna process



Note: C – certificate of completion of secondary school, A – certificate of completion of high school, D – diploma

Source: Shynkaruk W., *Main directions of restructuring higher education in Ukraine*, The official website of the Ministry of Education and Science of Ukraine

In 2006/07 school year, students of all universities of III-IV levels of accreditation were involved in two cycle system, which corresponds to the principles of the Bologna (2005). The diversification of the programs of the second cycle is studied according to the

criteria of academic and professionalism issues. Developed mechanisms for doctoral studies (PhD) as the third Bologna cycle in accordance with the structure were:

1. Standard time of PhD studies is 3 years;
2. Training programs to train PhD include lectures and independent research;
3. Development of procedures for monitoring and evaluating the quality of PhD studies;
4. PhD training is integrated in interdisciplinary education and promotes the development of interchangeable skills. (Ibid)

All first cycle qualifications give access to several programs of the second cycle, and all of the following, at least to one program to the third cycle with almost no intermediate (bridge) programs. For the purpose of cooperation and studying the work of the European Network for Quality Assurance (ENQA) in the state Accreditation Commission was created a special department. Currently, Ukraine has established a system for monitoring and rating of the university, which in evaluating of activity uses international parameters and at the same time there is a national system for monitoring and rating of the university for the purpose of decision making. The national system

of quality assurance is realized through the systems of licensing and accreditation. (Nikolayenko S.M., 2007, p.34-40)

External quality assurance system covers all the higher educational institutions of Ukraine, and also extends to offices of foreign educational institutions in Ukraine. The current system of quality assurance includes:

1. Internal evaluation (self-analysis of educational institution with further preparation of documents for licensing or during the accreditation);
2. External expertise (expert assessment of Higher Education). (Ibid)

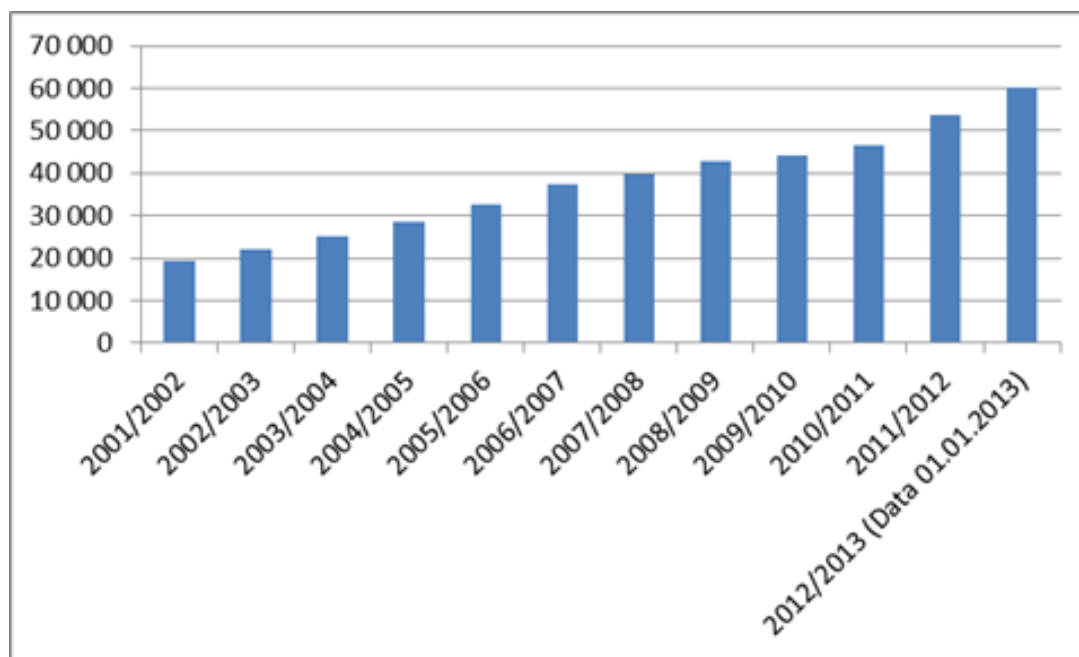
In addition to the accreditation system, there is internal evaluation of the quality of higher education institution through the rector tests and the state examination boards. Also, in Ukraine, operates an independent state inspection. Government tries to attract students and the public to participate in the evaluation of the quality of higher education. Thus, at the national level, a quality assurance system that applies to all higher education and includes all elements of the assessment of quality in higher education: the external and internal evaluation and publication of results. Students take part in the following aspects of quality:

1. From 2007, a representative of the student's self-government department is included in the national agency for quality assurance;
2. As full members or observers in commissions for external verification;
3. As respondents of sociological surveys in external evaluation;
4. In internal evaluations. (Ibid)

To improve internal and external mobility of students, transfer of students from one academic institution to another is simplified by using the transfer and accumulation of credits (ECTS). Bachelor of any university can continue study in the second round at another university. At the same time for international mobility were signed bilateral agreements for the students exchange program. An important indicator of the international academic mobility is the number of foreign students in Ukraine and Ukrainian students abroad. (Ibid) In the 2005/06 school year there were about 32 thousand of foreign students in Ukraine and in year 2012/2013 the number of foreign

students increased almost in two times. (Fig.3) According to UNESCO research “Global Flow of Tertiary-Level Students” (2010) there were 35 thousand of Ukrainians who prefer to study abroad.³⁰

Fig.3 Number of foreign students in Ukrainian universities 2003-2013



Source: Ministry of Education and Science of Ukraine, Department of Higher Education

To eliminate obstacles of mobility of training staff and promote the full use of mobility programs in higher education of Ukraine were made the following steps.

Improved internal staff mobility contributes to:

1. Possibility to exchange teachers between different higher education institutions;
2. Possibility of combining different position by the teachers in different higher educational institutions;

Increase of the external staff mobility contributes to:

1. Training of all staff of the Ukrainian higher educational institutions in the leading European universities;
2. Signing of bilateral agreements on inter-university staff exchange;

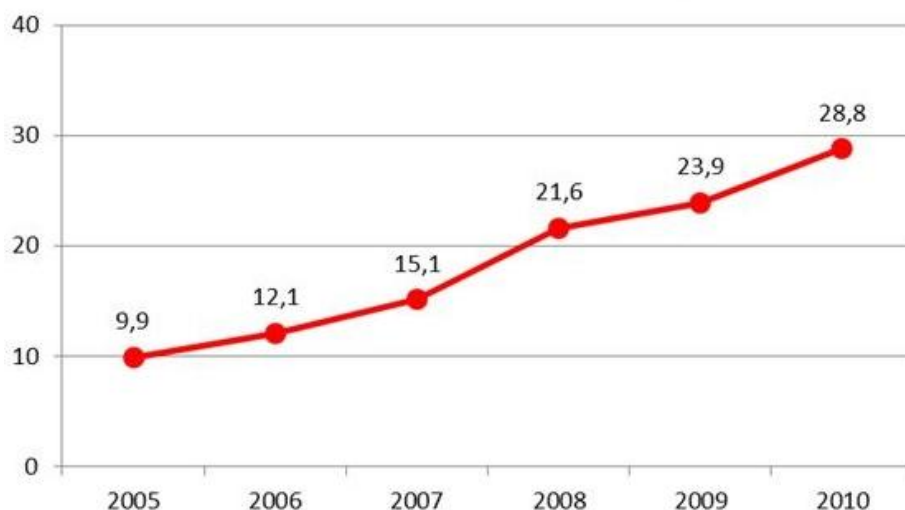
³⁰ UNESCO “Global Flow of Tertiary-Level Students” research, (2010), On-line text: <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>

3. The establishment of common training programs with leading European universities;
4. Implementation of joint research programs with leading universities of the European Higher Education Area countries participating in the Bologna Process. (Nikolayenko S.M., 2007, p.41-44)

To see what has been done for increasing of the quality of higher education system in Ukraine we should also examine Budget spending on educational sector.

Expenditures of the State Budget of Ukraine for education in the last five years have grown by 3 times (Fig.4). The main budget items are made for secondary education (42% of total costs), higher education (30%), pre-school education (12%) and vocational and technical training (6%). About 4% is spent on non-formal education and work with children, another 1% is for postgraduate education. Only 0.5% of the annual budget is spent on logistics education and research and development in the field of education. At the same time, more than 90% of public investment in education is directed to the content - salaries, utilities, food etc. ³¹

Fig.4 *Expenditures of the State Budget of Ukraine for education (billion GRN)*



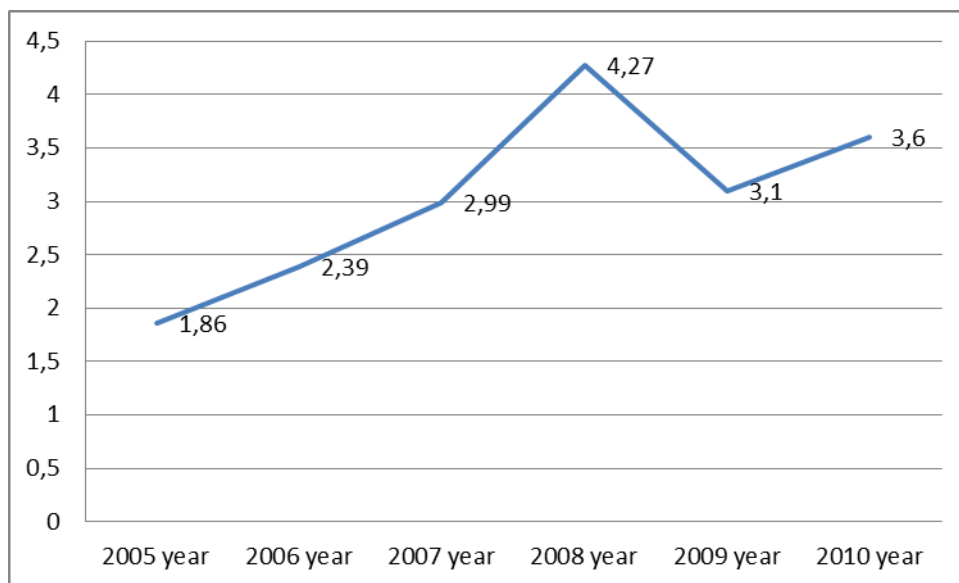
Source: *Research and Branding group, Costs on education*

If we will convert GRN to USD, and try to investigate if there was any inflation, we will get those results. In year 2005 the exchange rate was about 1 USD = 5,3 GRN, in year 2006 – 1 USD = 5,05 GRN, in 2007 – 1 USD = 5,05 GRN, in 2008 – 1 USD = 5,05 GRN, in 2009 – 1 USD = 7,7 GRN, 2010 – 1 USD = 7,985 GRN. (Data was taken from the table of exchange rate on 1 of January of

³¹ Research and Branding group, (2012), Costs of education. Online text: <http://rb.com.ua/rus/marketing/tendency/8322/>

every mentioned year)³². On the basis of above information we could make a graph, where we could see that Budget spending on education in Ukraine increased since year 2005, but after the beginning of year 2008, we could see an influence of inflation. However Budget spending in year 2009 did not fall below the level of spending's of 2007, and in year 2010 spending's continued to increase.

Fig.5 *Expenditures of the State Budget of Ukraine for education (billion USD)*



Source: Made on a basis of Fig.4 and information from bankstore.com.ua

4. Measuring of high education quality

According to Volodymyr Bakhrushins and Alexander Gorban there are two aspects of the concept of quality: first is a set of the basic features and functions that distinguish the given object from others and it is attributed with uniqueness or importance, and second is ability to meet specific consumer demands and standards. In the beginning it is necessary to develop criteria and methods for the quality assessment of higher education, where it is important to find a way to combine both aspects of quality in order to assess the quality of higher education. Therefore, it is not only necessary to have some of the indicators that allow us to assess and compare the quality of teaching, but also the indicators that would distinguish higher education at other levels in the educational process. Such an indicator could be the ability of graduates to use the already known knowledge, methods, technologies, as well as to produce new knowledge, methods, technologies, and so on.

³² The Information portal about Banks of Ukraine, online text:
http://www.bankstore.com.ua/currencyrates/dailyrates/123286/?currency_id=16&year=2010&month=1&day=1&rate_type=0

Another aspect of the problem of quality in higher education is the need to create a hierarchical system of indicators that warrant a determination of the quality in universities, their departments and individual students. Today, most experts are focused on the operation of the general level of education, as well as at general national, regional and sectorial levels. The aim of the creation of these criteria is to analyze the current approaches to the quality concept of higher education, to identify options and features of application in management system of universities and public monitoring of the system (Bakhrushins V., Gorban A., The quality of higher education and advanced approaches of its measuring).

The standard relating to valuation and quality of higher education is the norm of EN ISO 9000:2007. Quality means the extent to which the desired features have been met. The requirements of this standard are helpful to formulate and understand the needs of the educational system and valuation of its quality. The term "quality" can be used with such adjectives as "poor", "good" or "excellent". It also provides the option of qualitative levels that characterize different requirements for quality of products, processes and systems that have the same functional use. Practical evaluation of higher education quality on the basis of the above mentioned definition is associated with a number of issues. For evaluation of the quality of higher education it is very important not to be ambiguous, because it can have a significant effect on results. Various parties (students, teachers, employers) have significantly different evaluation criteria. Evaluation of the quality of universities is usually done in a few parameters and the fulfillment of the evaluation task is not usually entirely clear. Recently, a multi-dimensional model is used, which allows us to express different dimensions and different approaches to the quality of higher education or accepts a different understanding of the different actors of educational services. According to the model of L. Harvi and D. Green, we can distinguish five aspects of the concept of quality in higher education: uniqueness (the desire to be better than others), perfection and stability, suitability for particular purposes (compliance with customer requirements), the ratio of prices (the opportunity for utilization and financial return in education) and transformation (development of students, which leads to their enhancement and production of new knowledge). Similar to their approach is the model of J. Perry, which identifies quality as the consistency and an attribute that characterizes continuous development. The concept of quality in higher education is significantly different for different parties, and therefore L. Harvi and D. Green were prompted to try to come up with a single definition and use different approaches depending on the present issue. F. A. Kozlovský acknowledges the existence of the parallel between the components of the L. Harvey and D. Hrin's model and the definitions, as used commonly in business. European Organization Quality Management Model (EOQMM) leads to perfection based on nine indicators. Five of them (management, personnel management, policy and strategy, availability of resources and their effective utilization, manufacturing processes) characterize

features that reflect activities of the institution, and the other four (employee satisfaction, customer satisfaction, environmental impact, potential realization) characterize the results of feedback aimed at improving opportunities. Another interesting organization in connection with the valuation of education is ENQA (European Association for Quality Assurance in Higher Education). The education quality is balanced (as a result of the education system process) to set out needs, objectives, requirements, standards. The components are: teaching (educational and learning activities), research and educational programs for teachers, physical infrastructure, information and educational environment, students (pupils, students), training management, research in which students participate. The Ukrainian Act on the quality of higher education is important for evaluating the quality of higher education in the Ukraine – it is seen as "a set of characteristics of people with higher education, reflecting their professional competence, values, social orientation, and it determines the ability to fulfill personal, spiritual and material needs, as well as the needs of society." This definition is largely based on the standard set of principles in EN ISO 9000:2007, but the difference is the fact that it determines exactly which characteristics the evaluated person should have and what requirements they must meet. A new draft of the Ukrainian Act on universities (working group headed by M. Zgurovsky) has a working description as "Level of knowledge, abilities, skills and other competencies acquired by a person in the higher education system, which reflects the power of law in accordance with the standards of higher education". The actual quality of higher education relating to the requirements of EN ISO 9000:2007 standard, implemented on a diverse market of educational services in the Ukraine for compliance with the required standards of education can be interpreted as an attempt to formalize and generalize the requirements of all parties. Measuring the quality of higher education on the basis of meeting certain standards is possible only providing that these standards are qualitative. In fact, today in the Ukraine most of these standards do not apply in higher education, and often proven methods of design and evaluation also do not apply. Therefore, the changes in the Higher Education Act of the Ukraine may be premature or ineffective. In addition, the preparation of graduates according to such standards is not the aim of the universities (J. Perry). Within the preparation of graduates of the same specialization or direction, who will work in different institutions and sectors of the economy, they should receive an education that prepares them for this work. Competent programmers work in steel mills, in banks, administration, as software developers, etc. This specialization includes not only the ability to write computer programs but also the knowledge and skills related to the processes, work organization and objectives of particular institutions, the features of their operation and so on. The same is true for economists, managers, lawyers, translators and others. Another issue is the choice of degree and method of measuring the compliance of standards. There are two basic approaches. 1. Standard as a lower limit of values of certain parameters. In this case, it is the

notional range of assessment – it meets or does not meet the standard. Therefore, determining the difference between the qualities of education in institutions that are in the same class is impossible. This greatly reduces the potential practical applications of derived estimates. In this approach, low values of some parameters cannot be compensated by those that are high. 2. Standard as a set of optimal values of some indicators of educational activities. It can be used in the event that a deviation from the norm in either direction is undesirable. The choice of parameters largely depends on the nature of available data. This approach does not stimulate an increase in the value of the indicators in comparison with the standard laid down by a solid indicator, it will worsen due to increasing deviation from the "ideal condition". Prevailing opinions are that currently, the best for measuring the quality of higher education is an approach that's a combination of comparison to determine compliance with the standards that will lay down certain minimum requirements of educational framework and multi-dimensional assessment (or evaluation), which would vary depending on the purpose of assessment and reflect different aspects of the concept of quality and the requirements of the various parties. (Ibid)

a. Quality of Ukrainian higher education and competitiveness of Ukrainian university graduates

If the Ukraine wants to increase competitiveness by diversifying the economy and reorient itself to the production of goods and services with higher added value, it requires a critical mass of highly qualified professionals, so the quality of higher education is one of the key factors for success in the implementation of this task. The educational system should provide students with the knowledge and skills that meet today's economic and employers' requirements and to facilitate the successful graduates to adapt to rapidly changing conditions. Rapid economic growth in Ukraine in the last decade has opened new opportunities for a career and also added new requirements for professionals. Employers, recruitment agencies and independent experts discuss the inconsistency of knowledge gained at universities, depending upon the requirements of the labour market. Information on non-professionalism, corruption and general degradation of education is regularly published. Is the information really objective? Are Ukrainian universities going to prepare specialists who are needed not only in the Ukraine but also abroad?

Proponents of the idea that Ukrainian universities are not able to prepare graduates competitive in the international labour market, argue that the quality of education in Ukrainian universities suffer much, because in the vast majority of Ukrainian universities entry is too lenient and the reduction in the quality of students actually occurred. After all, the main task of universities in modern conditions is to raise funds, especially at private universities and not to improve the reputation and

evaluation of a school. The quality of teaching is becoming worse because teachers were forced to focus on the generally very low level of students.³³

Unlike Western countries, the labour market in the Ukraine is not involved in the curriculum. It does not affect the choice of specializations, the idea of parents and students concerning their career in a dream specialization prevail over what is actually needed in the labour market. In particular, there is a lack of regular improvement and practice of professional standards according to employers. It is largely due to the legacy of the Soviet era in educational approaches and so applications of Ukrainian universities are based mainly on imparting theoretical knowledge. On the other hand, advanced Western educational systems pay close attention to the practical task of promoting emotional intelligence, individual and team work. The issue of low-quality education is particularly acute in fields such as business administration, management and economics. (Ibid) Ukrainian diplomas in these areas are recognized in Western countries in theory only - but in fact, Ukrainian graduates do not have equal opportunities of finding a job compared to their foreign counterparts.³⁴ In addition, only a few Ukrainian MBA programs currently have international accreditation, while special accreditation determined to Eastern Europe is needed. This is fundamentally different from the Western accreditation of the MBA programs, such as the USA or Western Europe.³⁵

In Ukraine the areas of science and education is still separated. Funding for research is problematic due to the weak links between the Academy of Sciences with universities and economy and industry sectors. Due to this fact, only a minimum number of students get involved in research and applications required by economy and industry ("The Mirror of the week. Ukraine ", (2013), Ukrainian universities: the ratings of "room for growth"). While in developed countries, research and science are fundamental components in the innovation economy, in the Ukraine this practice only exists in individual cases. Opponents argue that the quality of Ukrainian education depends on the scientific discipline or field. In some sectors Ukrainian universities are among the world leaders. This is confirmed by the Global Competitiveness Index of the World Economic Forum, under which the Ukraine holds 43rd place out of 134 countries in the overall system of higher and professional education.³⁶ This is the best result among the countries of the Commonwealth of Independent States. The high training level of successful schools is in t areas where strong scientific

³³ "The Mirror of the week. Ukraine ", (2013), Ukrainian universities: the ratings of "room for growth", On-line text: <http://gazeta.zn.ua/EDUCATION/ukrainskie-universitety-reytingi-na-vyrost.html>

³⁴ Yavorskaya N., Newspaper Segodnya, (2007), Ukrainian diploma in Europe, will understand and accept, On-line text: <http://www.segodnya.ua/life/education/ukrainckij-diplom-v-evrope-pojmut-i-primut.html>

³⁵ Dr Bohdan Budzan, International Management Institute, MIM-Kyiv, Ukraine,(2006), A global guide to management education, Ukraine, p. 260, On-line text: http://www.gfme.org/global_guide/pdf/257-262%20Ukraine.pdf

³⁶ World Economic Forum, On-line text: <http://www.weforum.org/>

schools have been created for decades: physics, mathematics, engineering, philology, and others. For example, everyone knows that Ukrainian IT specialists are highly valued in the world market, as well as the fields of physics or mathematics. Many graduates in these fields easily went onto foreign universities for further education or found a job in prestigious international companies.

It is possibly due to the fact that Ukraine has already started to use Western standards in education. Within the Bologna Process, it has introduced two-stage training and qualifications of graduates of Bachelor and Master Programs. Some universities provide educational programs in co-operation with European and American universities and their graduates receive certificates and diplomas of international standard. Unlike many Western systems, the Ukrainian educational system encourages the development of social relations and practical skills by building and maintaining social contacts. These skills are verified for example by oral exam or tradition of mutual assistance. Social interaction skills are the key features to building a successful career, often more important than the knowledge itself.

b. Rating of the best Ukrainian universities according to the "Korespondent" magazine

The "Korespondent" magazine in issue number 13, from April 5, 2013 stated rating the best universities in the Ukraine. Publication of the rating and creation of the article were developed by the co-operation of employers, who are considered the best and most successful - included Ukrainian branches of international corporations and many major domestic "leaders" in business. This means that the magazine team sought advice from professionals in the recruitment of employees from 29 companies that answered questions regarding the graduates, and reported which graduates they prefer and from which universities they come from. The results are based on a survey of 29 companies: Carlsberg Ukraine, Ernst & Young, Google, Ukraine, JT International Ukraine JSC, L' Oreal, Nemiroff, Platinum Bank, PwC, Samsung, Terrasoft, Unicredit, Unilever, Heather, Will, Kyivstar, Ukraine Nestle, KPMG in Ukraine, Kraft Foods Ukraine, Metinvest Holding, METRO Cash & Carry Ukraine, MHP MTS OBOLON, Sun InBev Ukraine, Smart - Holding, STB, Ukrsibbank, ESTA Holding. In the survey, the respondents were asked to name one to five universities in six specialist areas: law, economics and finance, marketing, public relations and advertising, IT and humanities. The given university was awarded one point for every positive indication from an employer. The position of each university is in line with the overall score and position in the ratings.³⁷

³⁷ Official website of Education in Ukraine,(2013), The best Ukrainian universities according to the magazine "Correspondent", On-line text: <http://www.osvita.org.ua/abitur/entrance/ratings/39.html>

Fig. 6 The overall rating of universities, compiled on the basis of assessment of the best employers in the country

Number	Name of University	Points
1	Taras Shevchenko National University of Kyiv	89
2	National University of “Kyiv-Mohyla Academy”	60
3	National Technical University of Ukraine “Kyiv Polytechnic Institute”	51
4	Kyiv National Economic University named after Vadym Hetman	49
5	The National University “Yaroslav The Wise Law Academy of Ukraine”	21
6	National University “Lviv Polytechnic”	15
7	National Aviation University	12
8	Ivan Franko National University of Lviv	11
9	National Technical University “Kharkiv Polytechnic Institute”	11
10	National Pedagogical Dragomanov University	7

Source: Official website of Education in Ukraine

Fig. 7 Top universities by specialty, compiled on the basis of assessment of the best employers in the country

N	Law and Regulations	Points
1	Taras Shevchenko National University of Kyiv	24
2	The National University “Yaroslav The Wise Law Academy of Ukraine”	21
3	National University of “Kyiv-Mohyla Academy”	10

N	Economics and Finance	Points
1	Kyiv National Economic University named after Vadym Hetman	27
2	Taras Shevchenko National University of Kyiv	20
3	National University of “Kyiv-Mohyla Academy”	14

N	Marketing, PR	Points
1	National University of “Kyiv-Mohyla Academy”	20
2	Kyiv National Economic University named after Vadym Hetman	18
3	Taras Shevchenko National University of Kyiv	14

N	IT	Points
1	National Technical University of Ukraine “Kyiv Polytechnic Institute”	22
2	Taras Shevchenko National University of Kyiv	10
3	National University “Lviv Polytechnic”	7

N	Humanities Disciplines	Points
1	Taras Shevchenko National University of Kyiv	17
2	National University of “Kyiv-Mohyla Academy”	13
3	National Pedagogical Dragomanov University	7

N	Engineering and Technical Disciplines	Points
1	National Technical University of Ukraine “Kyiv Polytechnic Institute”	21
2	National University “Lviv Polytechnic”	7
3	National Aviation University	5

Source: Official website of Education in Ukraine

c. World rank of Ukrainian Universities on the basis of Webometric research and QS World University Rankings

The Ranking Web or Webometrics is the largest academic ranking of Higher Education Institutions. Since 2004 and every six months an independent, objective, free, open scientific exercise is performed by the Cybermetrics Lab (Spanish National Research Council, CSIC) for the providing

reliable, multidimensional, updated and useful information about the performance of universities from all over the world based on their web presence and impact.³⁸

Webometrics does not to evaluate websites in terms of their design or usability or the popularity of contents, instead it makes a deep evaluation of the university global performance in terms of its activities and outputs along with their relevance and produced impact. Therefore a reliable rank is possible if the web presence is in its way a mirror of the university. Webometrics is constantly researching to improve the ranking, to change or evolve the indicators and also the the weighting model it uses. (Ibid)

Webometrics composite indicator at the present is built out of 50% visibility and 50% activity. Visibility or impact is measured by counting all the external links that the university webdomain receives from third parties and those links recognize the prestige of the institution, its academic performance and also the usefulness of the services. Link visibility data is collected from Majestic SEO (<http://www.majesticseo.com/>) and AHREFS (<https://ahrefs.com/index.php>). The maximum of normalized results of the product of square root of the number of backlinks and the number of domains originating those backlinks is the IMPACT indicator. Second 50% of the composite indicator is ACTIVITY which is composed of presence, openness and excellence, where PRESENCE is the total number of webpages stored in the main webdomain, OPENNES is the effort to of setting up institutional research repositories which is recognized by taking into account the number of rich files (pdf, doc, docx, ppt) that are published in dedicated websites according to the Google Scholar (<http://scholar.google.com/>) academic search engine, and EXCELLENCE is the number of excellent academic papers/publications (i.e. 10% of most cited) published in high impact international journals. (Ibid)

Fig. 8 Rank of Ukrainian Universities by Webometrics

Ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
211	510	National Technical University of Ukraine Kyiv (Kiev) Polytechnic Institute	836	221	88	2391
300	704	National Taras Shevchenko University of Kyiv (Kiev)	377	1022	620	1425
457	1116	Donetsk National Technical University	1653	1212	246	2871

³⁸ Webometrics, Methodology of ranking, On-line text: <http://www.webometrics.info/en/Methodology>

464	1138	Kharkov National University VN Karazin	1955	2263	234	1701
498	1242	Lviv Polytechnic National University	1091	1576	278	3147
606	1547	Sumy State University	730	3261	202	3311
629	1614	National University of Life and Environmental Sciences of Ukraine (National Agricultural University)	716	1689	243	5203
633	1629	Carpathian National University Vasyl Stefanyk	3251	620	1575	4583
640	1650	Donetsk National University	4511	742	456	5203
672	1766	Ivan Franko National University of Lviv	4882	3203	985	1854

Source: Webometrics

QS World University Rankings

Research, teaching, employability, and internationalization are the base of these rankings.

Methodology is made out of six indicators. These indicators and their weighting ratios are academic reputation (weight ratio 40%), employer reputation (weight ratio 10%), faculty/student ratio (weight ratio 20%), number of citations per faculty (weight ratio 20%), proportion of international faculty (weight ratio 5%) and proportion of international students (weight ratio 5%). Academic reputation and employer reputation are measured in QS Global Academic Survey with a response of over 46,000 in 2012. Employer Reputation component takes into consideration the employability of students. Citations sometimes evaluated on a per paper basis, but here the QS World University Rankings has adopted a per faculty member approach. Faculty/student ratio uses two datasets full time equivalent students and full time equivalent faculty. Proportion of international faculty indicator is based on the proportion of international faculty members, while proportion of international student's indicator is based on the proportion of students that are international.^{39 40}

³⁹ QS World University Rankings, Explanation, On-line text: <http://www.qs.com/qs-world-university-rankings.html>

⁴⁰ QS World University Rankings, Introduction, On-line text: <http://www.iu.qs.com/university-rankings/world-university-rankings/>

Fig.9 QS World University Rankings (2012)

World University Rankings 2012		SURVEY INDICES (Faculty Student
Rank	University	Score/Rank
501	TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV	93,2/56
601	NATIONAL TECHNICAL UNIVERSITY OF UKRAINE "KYIV POLYTECHNIC INSTITUTE"	64,8/163
601	DONETSK NATIONAL UNIVERSITY	46,5/286

Source: QS World University Rankings

The strongest results of Donetsk National University, Taras Shevchenko National University and Kyiv Polytechnic Institute are showed by "relation student / teacher." Among the weaknesses of the performance criteria for the "level of internationalization of the student body," "the level of internationalization of the faculty," "citation index", "the reputation of the employer" and "academic reputation."⁴¹ Representative of QS World University Ranking also noted that the historical absence of Ukrainian universities in the ranking is largely due to the lack of willingness of Ukraine to take part, but not in quality indicator corresponding to the criteria of the rating. (Ibid)

5. International Applicants, Students and Graduates of Ukraine's Higher Education Systems – Data and Analysis

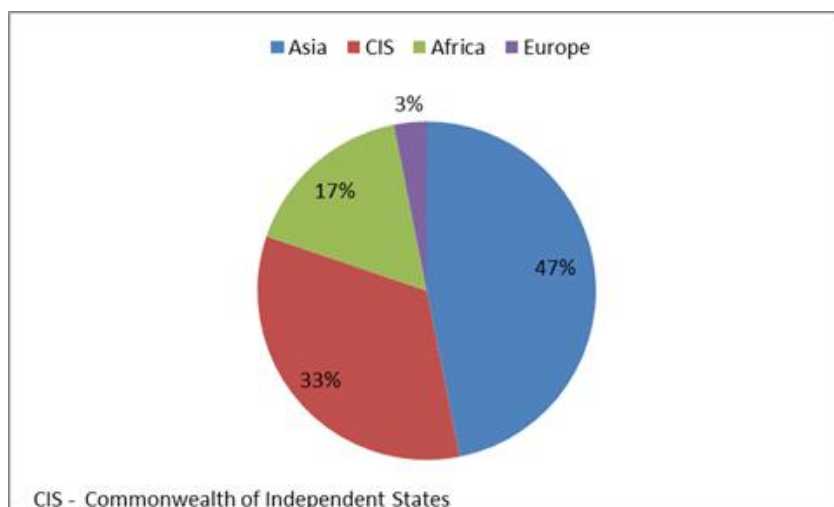
a. Research in Ukraine "No boundaries"

According to sources from the Ukraine Ministry of Education, during the 2010-2011 school year, 46,600 foreigners graduated at universities in the Ukraine. During this year (2013), the Ukraine adopted international students from 134 countries globally, most of which came from Asia and Africa (Fig.10). The largest number of foreigners are Chinese citizens (4,102) and from Turkmenistan (approximately 12,000), the Russian Federation – 2,896 people and India – 3,498 students, Nigeria – 3,891, Azerbaijan – about 5,595, Iraq – 3,371 students, people from Jordan - 2,199, Morocco – 1,792, Turkey – 1,443, and Syria – 1,232 (Fig.11). All students from those countries (42,351 people) are representing 70% of the total number of foreign students. Most of them study at universities in Kharkov, Kiev, Odessa, Lugansk and Donetsk and almost 40% of

⁴¹ "The Mirror of the week. Ukraine "(2011), Ukrainian universities for the first time made their way into the world rankings On-line text: http://zn.ua/SOCIETY/ukrainskie_vuzy_vpervye_probilis_v_mirovoy_reyting.html

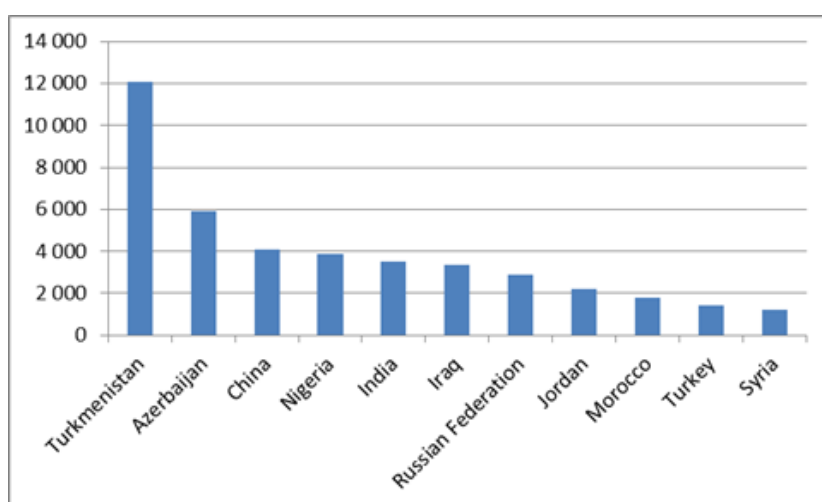
foreign students in the Ukraine gain medical education. Foreign students in Ukrainian universities study on a contractual basis. In addition, in the Ukraine tuition for foreigners are more than double the fees paid by Ukrainian citizens registered in the same or similar specializations. The Ukrainian government plans to increase the recruitment of foreign students in Ukrainian Universities.

Fig.10 Geographic origin of foreign students in Ukraine



Source: Ministry of Education and Science of Ukraine, Department of Higher Education

Fig.11 Foreign students in Ukrainian universities according to their country of origin for year 2012/2013



Source: Ministry of Education and Science of Ukraine, Department of Higher Education

In April 2010, the Ministry of Education, Youth and Sports of Ukraine issued a decree that allows all universities of the Ukraine to select any training program for foreigners depending on demand. This Directive is aimed at increasing the attractiveness of Ukrainian educational institutions, that so far, have rarely been able to offer courses or specializations in English to foreign students and that

is the reason the Ministry of Education of Ukraine developed this legislative innovation. In connection with this decree, the Minister of Education of Ukraine Dmitry Tabachnik stated that he hopes after the implementation of the decree in the 2011-2012 school year more than 50,000 foreign students will study at Ukrainian Universities and the Ukraine will join the 20 greatest leaders of international education. An effort to increase the number of foreign students in the Ukraine is evident because foreign students are important source of income for Ukrainian universities and they also have a positive impact on the whole economy in the Ukraine. According to the Ukrainian Ministry of Education and Science, the mere teaching of foreign students contributes 800 million Euros a year to the Ukraine's budget. According to estimates from the Minister D. Tabachnik, generally foreign students spend approximately another 500 million Euros a year in the Ukraine. Therefore, the money collected, helps to maintain and even create new jobs in the field of education. The money also allows universities where foreigners study, to invest resources to improve the quality of educational services, therefore these funds also contribute to providing additional financial assistance to national educational institutions and so they become useful for all students, regardless of citizenship. The number of foreign students coming to the Ukraine to obtain a higher education has been steadily increasing over the past few years, which is a very pleasant factor for the Ministry of Education and host universities.⁴²

Many foreign students chose education in the Ukraine due to the positive reputation, which the Ukrainian universities inherited from the period of higher education in the Soviet Union, together with the relatively low cost of education when compared to most other countries. Most, if not all Ukrainian universities try to attract the maximum number of foreign students, so they use recruitment through private intermediaries, who do not always provide correct information. Quite a few universities have websites where they could provide proper information regarding their educational services and where they could advise international students on how to proceed in accordance with the laws of Ukraine in obtaining a student visa. Furthermore, even if a university has a web presence, the problem is the English version of the website. Official sources of information on educational opportunities for international students are limited to "International" annual directory of the Ministry of Education, issued by the Department of an international co-operation and European integration on the Ministry of Education of Ukraine. However, even information in that directory is limited to contact information of universities and confirmation of the existence of licenses for the provision of educational services to foreign students. Many foreign students that came to the Ukraine state that the "Without Borders" project, which relates information to higher education in the Ukraine, including the directory, is often inaccessible. The

⁴² The Association of European Journalists (Ukrainian section), (2011), "Echo of Moscow": An Interview with Minister of Education Dmitry Tabachnik, On-line text: <http://www.aej.org.ua/interview/1034.html>

pilot study carried out by the "Without Borders" project running from September to October 2011, also shows that even in cases where foreign students try via direct contact with selected universities in the Ukraine to obtain information regarding the conditions of life and studies, as well as information on the requirements for foreigners for entry into the country, they cannot secure this information, because study department staff at universities cannot speak foreign languages. Therefore, prospective students and especially students from abroad are forced to rely on information provided by various intermediary companies, which act as agents of Ukrainian Universities and receive significant payment for each participating student. The result of that is, the majority of international students soon after arrival in Ukraine, find that the quality and cost of education and accommodation are very different from the standards promised by intermediaries - agents. For many of them it's a very unpleasant finding compared to their expectations, which were based on promises of such intermediaries (agents of Ukrainian universities), which usually leads to certain frustration and causes a loss of time and money to students that have invested in education in this country. Those most affected by the disappointment then seek educational opportunities outside the Ukraine. This study provides an overview of the most common problems faced by foreign students in the Ukraine, occurring before arrival to the Ukraine up to the date of graduation at Ukrainian universities. This study was carried out as a result of the initiative of pilot research programs, initiated by the East European Development Institute (SYEIR), "Amnesty International" and Elise Garvey scholarship awarded by the Fulbright Foundation in 2008, and the activities of a social nature, in the project titled "No Boundaries" in the period from March 2008 to October 2011. In addition, in September-October 2011 "Social Action" / "No Boundaries" Project operated among foreign students in Kiev and Kharkov, where the existing data was verified by survey and compared with the current reality. This review is not complete; it lacks a comprehensive or representative survey. The purpose of this review was to note the key Ukrainian and international governmental and non-governmental organizations as well as universities themselves, on the threat of foreign students in the Ukraine. Also, this survey serves as a call for further research on this issue, which could lead to improved standards for higher international education in the Ukraine in general and in particular to ensure the full respect of the rights of foreign students.⁴³

b. Recruitment process and obtaining information before arriving in the Ukraine

Due to the previous existence of the Soviet Union, in the past the Ukraine was attractive destination for international students. International students often chose higher and post-graduate education in the Ukraine on the basis of false information. Most of them prefer education in the Ukraine because

⁴³ Ukrainian Helsinki Human Rights Union website, INTERNATIONAL STUDENTS IN UKRAINE: EDUCATION OR EXPLOITATION?, 2011, by the Social Action Centre/No Borders Project, Online text: <http://helsinki.org.ua/files/docs/1321359448.doc>

of the relatively low cost of studying and living there (Compared with the EU and North America). Another reason is the good reputation of Ukrainian universities which have persisted from the days of the Soviet Union. The students usually listen to advice and recommendations from older relatives or friends who attended a college in the USSR. Information regarding the explosion of racially motivated violence and intolerance in the Russian Federation is the reason why for safety reasons, many foreign students choose to study in the Ukraine and not Russia. Prior to their arrival in the Ukraine, students receive information primarily from intermediaries on the learning environment and universities in the Ukraine, concerning who they assume they collaborate with on behalf of Ukrainian universities. Some of them obtain their information from the internet (although it has already been mentioned that only very few universities in the Ukraine possess a web presentation with an English version). Universities or Embassy of the Ukraine do not provide official information on the learning environment for foreign students before their arrival in the Ukraine.

According to the model agreement concerning the provision of educational services, approved by the Ministry of Education of Ukraine, based on the agreement the service providers in the field of education, in this case universities or colleges, are responsible for providing truthful and accurate information to give students an accurate picture of the rules and regulations, which are the basis for this particular provision of the educational services. Quality of the services and their parts, including the rights and obligations of the parties, should arise from the agreement of educational services. However, the reality is very different and it can be seen from research in the course of the implementation of the "No Boundaries" project and other research initiatives that are the basis of this study, that Ukrainian universities use non-standard agreements in their contractual relations with international students; the problem is also the lack of control over the information provided by agents to potential international students. In addition, Ukrainian universities only have formal input conditions (no entrance examination, the only requirement for applicants from abroad is the minimum level of education) for students and encouraging agents to find the greatest number of students, regardless of the quality of their knowledge and motivation. The motivation of agents on the other hand, is a financial reward for each foreign student, which they manage to convince to study in the Ukraine. This creates ample opportunities for agents representing educational institutions in the Ukraine to distort the facts and reality which await students in the destination. According to received reports and evidence of the project, the provision of false information has become an unwritten rule. After arrival in the Ukraine, foreign students often discover they were given false information regarding the actual value of education for foreigners, they also find that they live in unsatisfactory conditions and the level of corruption, racial and religious intolerance are also very surprising. Agents and brokers of intermediary agencies don't appear to be interested in the students after their arrival. Press reports from Africa indicate for example, that recruitment

agencies try to suppress any true information about the growing trend of racist violence in Kiev.⁴⁴ The published article titled "New Vision" in August 2008 describes the attempts of a particular agent from «Studies in Ukraine» Uganda company, to deny the existence of racially motivated violence confirmed by police. For potential students it is extremely difficult to verify information on accommodation and study abroad, which in other countries, such as EU, are readily available online. The website of the Ukraine Ministry of Foreign Affairs attempted the performance of official information about the learning environment in the Ukraine, but it was extremely insufficient and limited regarding information describing the reality. The large number of contentious intermediary agency that look for potential foreign students for higher studies in the Ukraine and declare themselves to be the representatives of the Ukraine Ministry of Education and Science is confusing. A foreign student is unable to verify this information, and therefore accepts information from official sites with confidence. There are many informal Internet resources, including recruitment websites from intermediary companies - agencies that supposedly offer direct entry to a university. Most of these websites quote information inaccurately or even provide clearly false information. On their websites these agencies also claim to provide information on universities, while a large part of the text is occupied with more contacts to other corporate places, where there are more and more expensively paid services provided.

As a specific example, I will use the websites of www.lsmu.com and www.lsmu.net suggesting that the information given on the site is written on behalf of Lugano State Medical University (LuhDMU). As the research from the "Without Borders" project show, contact details for the reception of new students at <http://lsmu.com/> are identical with the contact details to a private company with which the university has nothing in common. At the same time, in the English version created in April 2011, in a sort of a clause, it clearly states that the official website of the Lugano State Medical University "is lsmu.edu.ua. However, according to information published on other websites belonging directly to the university, the school explicitly distance themselves from this statement. It is obvious that the school co-operates with the intermediaries, but not openly, with regard to official sites, such as the Ministry of Education, which seeks to combat such practices. The issue is that on the original site of the medical university, in the English version, all necessary information is very limited. It is believed that the described strategy is used by absolutely all universities, including the famous Kharkiv National Medical University. It serves for personal enrichment as well as for a growing number of foreign students bringing significant gains to the universities. There are many websites that in a "half-legal" way seek students abroad. Among them are the following: www.comestudyinukraine.com, www.studyinukrainecheap.com, [---

⁴⁴ IBID](http://www.edu-</p></div><div data-bbox=)

ukraine.com, www.tostudyinukraine.org and more. However, it is very easy to see that with their help, it is very difficult to find reliable information, including data on the cost of living in the Ukraine and the rights of foreign nationals. Some of these sources even claim that Ukraine is a member of the European Union: www.studyinukraine.org

c. Education in Ukraine: expectations versus reality

Information that foreign students receive from agents is useless for most of them after their arriving to Ukraine. The vast majority of foreign students who participated in the research of the "No Boundaries" project state that they were provided with information from agencies on how easy it is to find a part-time job in the territory of the Ukraine and how easy it is to earn enough money to pay for advancing education and residence, because the vast majority of foreign students expressed interest in information on how to cover part of the cost by this partial income. Unfortunately, the reality is much harder, and after arriving at the study department, it was explained to them that international students are not entitled to work in the Ukraine. Still, the biggest and the most common cause of frustration for many foreign students who participated in the survey of the "No Boundaries" project, is the quality of education in the Ukraine. They considered it to be much lower than they expected. A particularly acute problem arose for those who chose to study the English version of the specializations. The sharp decline in the quality of education at Ukrainian universities affected the employment opportunities of many foreign graduates after their return home. This is despite the fact that the intermediary agencies as well as university administrations assure students about the possibilities of global recognition of the Ukrainian diplomas. In many EU countries and other countries in the world, the diplomas of Ukrainian universities are ineligible because of the widespread corruption in the Ukrainian educational system. For instance, the citizens of Iran, who graduated from any medical expertise in the Ukraine, do not have an automatic right to practice medicine in Iran. The reason for this step was the finding of the official Iranian government sites that students from Ukrainian medical universities have clearly and demonstrably lower skills and knowledge than students who graduated at universities in other countries. This also applies to the prestigious Ukrainian National Medical University. The third Secretary of the Iran Embassy in the Ukraine confirmed this information in a telephone interview with a representative of the "No Boundaries" project and he also pointed out that this rule applies only to persons who have completed training after 1.1.2010.⁴⁵

⁴⁵ Ukrainian Helsinki Human Rights Union website, INTERNATIONAL STUDENTS IN UKRAINE: EDUCATION OR EXPLOITATION?, 2011, by the Social Action Centre/No Borders Project, Online text: <http://helsinki.org.ua/files/docs/1321359448.doc>

According to many students enrolled in Ukrainian programs or Russian language courses, these courses often fail to provide adequate linguistic preparation before studying at university and foreign students must also make efforts in the study of the Ukrainian language at same time as they need to be devoting their time to training at the university. The agencies notify students that they will be given training in Ukrainian language, but they omit to inform that the teaching of it will be purely in the Ukrainian language and English language is not used as a teaching language. Many students rely on using English language as a supportive language if they still cannot communicate in Ukrainian. Unfortunately, it must be stated that the vast majority of teachers speak English at secondary school level, which is inadequate for teaching complex scientific disciplines. In addition, in the "No Boundaries" project research there is available evidence on the fact that foreign students were taught the subjects in English language by teachers with this kind of English knowledge, which was insufficient even for basic communication. An almost total absence of English literature is typical for university libraries, as well as a slim possibility of buying any professional literature in English. Besides the above-mentioned issues, foreign students also expressed concerns over the issue of tuition fees being significantly higher than those they were offered in the countries they came from. In several cases, the students were supposed to pay tuition to an agency prior to their arrival to Ukraine, but upon arrival they were asked to pay other amounts directly to the university, otherwise they could be threatened with expulsion. As an example, I mention October 2009, when many media sources reported on the situation of a large group of African students, who came to study at the preparatory department of the Kiev National University of Tarasa Shevchenko. They flew to Ukraine through a Moroccan company, which also claimed to be the official representative of the University. Before leaving for the Ukraine each student paid a few thousand dollars to the company for admission to the university, visa, air ticket, health insurance, housing and education. However, upon arrival at the study department of the Kiev National University of Tarasa Shevchenko, they were told to pay another thousand dollars for tuition and accommodation. Many of them were not prepared for such costs, but if they didn't pay, they were threatened with expulsion. Although this agency was investigated, it remained unpunished and still acts on the educational market to this day.⁴⁶

Foreign students of Ukrainian universities, unlike citizens of Ukraine, cannot take part in exchange programs / internships at universities in Europe and North America, yet they count on something similar and think they are able to extend their education outside the Ukraine. Yet the reality is that gaining a visa to a country outside the EU from the territory of the Ukraine is often much harder for them than in the country of their origin.

⁴⁶ IBID

6. Comparison of Ukrainian education before and after implementation of Bologna process

Having considered the two periods of Ukrainian educational system, we can see that there have been quite a few changes. The educational structure has become more simplified - instead of 5 educational levels (Bachelor, Specialist, Master, Candidate for Doctor of Science and Doctor of Science) now it is replaced by 3-level educational qualification (Bachelor, Master and PhD). The system of evaluation of students has been changed. Instead of the four-point system, there has been introduced ECTS grading scale. The condition of entering of school leavers to universities has changed as well. Students previously had to take exams directly in the university to which they would like to enter, but now students pass the Independent external assessment at the senior year at school, after which they can send their results to the university and wait for enrollment.

Earlier, the education system in Ukraine was much more closed, which has strongly reduced the mobility of students. After the implementation of the Bologna process, the situation is completely different. A large number of exchange programs between Ukrainian and European universities has emerged. The number of foreign students has doubled. Foreign students as a phenomenon - a big plus for Ukrainian universities, provide income in the form of tuition and their presence increases the prestige of universities and the level of awareness of the Ukrainian education system abroad. Ukrainian universities slowly began to appear in the international rankings, as well as actively assert itself, creating all sorts of programs for international students, thus attracting them. Another influence by the Bologna process is to improve the technical base of higher educational institutions and the impact on the adaptation of the curriculum in accordance with the current requirements of European universities.

In my opinion all of the above changes are positive, as they facilitate the entry of Ukraine into the European educational space, improve the quality of education and the competitiveness of Ukrainian universities on European market. Bologna process makes Ukrainian education system less isolated and as a result, along with low prices for training, compared to European, increases the attractiveness of Ukrainian universities for foreign students. The only negative fact is the presence of corruption in respect of not only foreign, but also Ukrainian students. Corruption in the education sector slows the introduction of the Bologna process, as well as creating conditions in which the Bologna process works only partially. While that corruption does not affect the willingness of foreign students to study in Ukraine, but if the situation does not change, the number of students from abroad could be greatly reduced. This could affect the reputation of Ukrainian universities in Europe.

7. Corruption in Academia: Definitions and Forms

Corruption within higher education is by no means a new phenomenon. It was considered commonplace in medieval universities, including those of Bologna and the Sorbonne (Osipian, 2004a, 2004b). The word corruption derives from the Latin word “*corruptio*”, which in Medieval Latin expressed a decaying of morals, wicked behavior, putridity, rottenness (Johnston, 1996, p. 322). Milovanovic stated that in this context one could talk of bribes, or other dishonest means for achieving particular disgraceful ends, as a symptom of an ailing society (Milovanovic, 2001). Osborne sees corruption as “a loss of purity and purpose, a social decomposition.” (Osborne, 1997) Whilst for Anechiarico and Jacobs, the definition of education corruption includes the abuse of authority for material gain (Anechiarico and Jacobs, 1995). Heyneman added to this definition by arguing the following: “But because education is an important public good, its professional standards include more than just material goods; hence the definition of education corruption includes the abuse of authority for personal as well as material gain.” (Heyneman, 2004, p. 638) Miller, Roberts, and Spence (2005) highlight the relativeness of the term corruption as applied to academia. Ukrainian authors make reference to the International Institute for Educational Planning’s definition of educational corruption as a “misuse of public office for private gain that influences access, quality, and equity in education.” (Bazhal et al., 2006) Sayed and Bruce (1998) and Waite and Allen (2003) present a broader social approach to define corruption. This paper closely follows Petrov and Temple’s (2004) approach to corruption and applies a rather narrow definition of corruption that only regards corruption as such if it indicates illegality. It uses the operational definition of corruption within higher education as an informal relations system established to regulate unsanctioned access to material and non-material assets through the abuse of the public or corporate trust office (Osipian, 2007a, p. 314). Hallak and Poisson (2007) presented a wide range of misconduct that may be discovered in institutions of academia throughout the world (Osipian, 2008e). Corruption may not only be found in colleges, but also in doctoral education (Osipian, 2010, 2009f). Corruption may be found in several forms in higher education in Ukraine and other former republics of the Soviet Union. Such forms of corruption include bribery, embezzlement, extortion, fraud, ghost instructors, abuse of public property, nepotism, cronyism, favoritism, kickbacks, cheating, plagiarism, and research misconduct. They rarely appear alone. Most forms of corruption are usually connected in bundles. For example, assigning a student with a high grade in exchange for a bribe implies fraud. Forms of corruption can have different origins. A bribe can be offered in a voluntarily form or even an extorted form. It can be in cash form, merchandise, services, or in a monetary donation. Silova and Bray (2006) describe the private tutoring black market in former Socialist countries. In addition to the more classical forms of

corruption, gross waste in educational management and sexual misconduct take place in institutions for higher education in the Ukraine along with many other countries.

a. Higher education corruption internationally

Hallak and Poisson (2007) attempt to present academic corruption in its entirety all over the globe, while their work is based on evidence derived from secondary sources. The authors use a managerial approach to corruption, helpful for educational institution administrators. Hallak and Poisson (2007) present the first systematic overview of forms of academic corruption in all parts of the world, which without doubt makes their study rather unique. In addition, there are a number of media accounts of corruption in higher education that describe its prevalence, patterns and forms in many countries. However, rigorous systematic research on this issue is virtually non-existent. Shaw (2005) and Heyneman, Anderson, and Nuraliyeva (2008) present a quantitative analysis of corruption in higher education in the Ukraine and also Central Asia, respectively. Osipian (2007e, 2008d) presents a systematized content analysis of media reports on corruption in higher education in the UK, the USA, as well as the Russian Federation, putting them in the context of reforms and major changes in the industry. The international perspectives regarding corruption in higher education are also presented in Osipian (2007h). Theorizing higher education corruption, including state—university relations, the concepts of corruption, and methodological approaches to its comparisons and measurements can be found in Osipian (2008a, 2008c, 2007i). Heyneman (2004) offers quite an exhaustive list of functions in higher education institutions and the ways in which they become corrupted. Both authors built their theories while placing their primary focus on the countries of the former Soviet Bloc. Theorizing corruption in academia extends into modeling and developing the possible hierarchical structures of corruption in existence in universities. Osipian (2008b) offers advanced quantitative techniques for modeling misconduct in large educational institutions. Corruption hierarchies in education in developing and transition societies are modeled and analyzed by Waite and Allen (2003), Petrov and Temple's (2004), and Osipian (2006, 2007c, 2009d, 2009h). The authors study corruption within higher education, including views from an organizational perspective, by placing attention on the differences between bribery and extortion, channelling the illicit benefits through the layers of hierarchical structures, and the vertical and horizontal axes within the informal authority and power that are in existence in corrupt colleges and universities. Corruption in higher education may be found in many national systems from Central Asia (Osipian, 2009a) to the USA (Osipian, 2009c, 2009e). Region wise, scholarly work on academic corruption is disproportionately focused on the countries of the former Soviet Bloc. This can be explained by at least three facts. Firstly, the higher education sector in former socialist countries was highly developed and quite large. Because of its size and significance, it attracts

considerable attention. Secondly, rapid socio-economic and political changes led to a dramatic rise in corruption, including higher education. And last but not least, the former Soviet republics are undertaking unprecedented education reforms, which include the introduction of standardised national testing and privatisation (Osipian, 2009b). The sheer size of the system and the magnitude of the problem urges scholars to investigate both forms of illicit activities and also causes such activity. Accordingly, Russia, Ukraine, and Central Asia are attracting a lot of media attention and, lately, also the attention of scholars. Satarov (2006) presents a survey based analysis of corruption processes in Russia, focusing on issues such as the level of corruption, corruption market the structure of the problem, and the major trends. He points to the increase in corruption within the education sector, this includes higher education sector, since 2001. Satarov (2006) confirms that higher education is one of the most corrupt areas in the Russian economy, possibly even the most corrupt. The reforms of higher education and measures against corruption in Russia, including the introduction of standardized testing, are also presented in Osipian (2007d, 2007g). The aim to reduce the levels of corruption in academia was one of the reasons why the Russian leadership agreed to replace university entry examinations with standardized tests. Petrov and Temple (2004) study corruption in Russian universities and compare it to the corruption that's taking place in Azerbaijan universities. They come to the conclusion that while bribery from faculty members is rather need-based, i.e. explained by their low salaries in Russia, whereby, in Azerbaijan direct extortion is more common, when college faculties collect informal payments from most students. Tarling (2005) offers a few theoretical explanations with regards to corruption and good governance in Asian countries. Silova, Johnson, and Heyneman (2007) offer a comprehensive overview and analysis of corruption in education and the crisis surrounding social cohesion in Azerbaijan and Central Asia. Silova (2005) also presents an analysis of problems, the education sector faces in Central Asia. The explanatory concept "Feed from the service" is presented in Osipian (2007f). It describes the model of corruption and coercion in the state—university relations based on a mosaic of facts regarding academic corruption which takes place in the region. Heyneman (2007) presents an interview based research which took place in three universities in Georgia, Kazakhstan, and Kyrgyzstan. The author shows many different aspects concerning the ongoing struggle against corruption and social cohesion that takes place in these three former Soviet republics. Sanghera and Romanchuk (2002) describe many forms of corruption in Kyrgyz state universities, including bribery. They underline the widespread implications and possible consequences of corruption in education, which include ethical implications, the erosion of professionalism and academic values, as well as the negative impact on the national economy. Along with Sanghera and Romanchuk (2002), Reeves (2004) directs attention to the fact that "the result is not only the production of under qualified specialists whose real knowledge corresponds only remotely with the list of courses

detailed on their diplomas. Another effect is a much more profound societal skepticism regarding assertions of educational expertise.” Another battle for the restoration of academic integrity and reforms in higher education in Georgia is mirrored in the works of Heyneman (2007), Janashia (2004), and Temple (2006). Former republics of the Soviet Union, including Russia and also those in Central Asian regions are certainly not alone in the long list of notoriously corrupted national education systems. According to a number of initial studies and comments, the Chinese higher education sector also suffers with rampant corruption. It penetrates different parts of this industry and corrupts its functions. Yang (2005) points out that “Individual violations are closely related to the way the system operates. While economic and political corruption attracts widespread attention, academics avoid scrutiny due to the special nature of their profession but have also abandoned the traditional values of the university.” He reports on academic research corruption, administration, promotions, doctoral education, and other spheres, calling China’s academic environment a “plagiarist’s paradise.” Where rampant corruption undermines academic standards and the worth of degrees and credentials: “Cash, power, and influence become corrupting factors and compromise academic standards.” Illicit dealings between universities, businessmen and government officials all add to the corruptness of academia. Yang (2005) also concludes that corruption is a great hindrance to the internationalization of China’s higher education as well as being detrimental to scholarly exchanges. Literature on academic corruption in the Ukraine includes a quantitative analyses of bribery and other means and patterns of illicit behavior, conducted by Shaw (2005), a study of corruption and politicization of universities which can be observed during the Orange Revolution (Osipian, 2005), as well as an analysis of corruption in higher education within the Ukraine as reflected in the national media (Osipian, 2007b, 2007j). This includes the opinions and estimates of current situations and future perspectives, presented by the leading educators in the Ukraine. Stetar, Panych, and Cheng (2005) confirm that “the role of bribery in Ukrainian higher education has become corrosive, and a small number of education leaders from both the private and state sectors are beginning to challenge the system.”

b. Facts regarding corruption in Ukraine’s higher education sector

Law enforcement agencies try to confine corruption and attempt to keep it within certain reasonable levels by deterring faculty members from participating in unreasonably risky or high scale corrupt activities. For example, the Chief of the Centre of Public Relations for the Ministry of the Interior in Ternopilska oblast, Sergij Shvornikov, reported that a forty year-old Associate Professor in one of the region’s HEIs was detained in custody for demanding bribes from his students. Allegedly, the detained professor distributed a price list to the students prior to the spring examination session: “In order to receive C or ‘satisfactory’ one would have to pay 50 UAH, B or ‘good’ – 100 UAH, and A

or ‘excellent’ was priced at 150 UAH.” (Unian, 2007) The currently exchange rate is around 5UAH to \$1. Therefore, C costs \$10, B costs \$20, and the price for an A is \$30. For a comparison, in 2007 the average monthly income in the Ukraine in 2007 was equal to \$250. The professor was caught red-handed and was arrested when accepting a bribe of 650UAH, equal to \$130 (Osvita, 2007). The national news agency UNIAN reported on this case in a piece entitled “The season of bribes in HEIs has begun,” indicating that corruption in HEIs experiences resurgence twice a year, when the periods for examinations start (Unian, 2007). A departmental chair in Lugansk demanded that his bills from electronics and construction stores be paid by students as well as accepting cash payments. The corrupt chair was arrested upon accepting a bribe of 10000UAH equal to around \$2000. In yet another case, the deputy-director of the Kiev National University’s college was also arrested when accepting a bribe of \$5000 plus 5000UAH. In all, there were 210 cases of bribery registered relating to institutions of higher education in the first six months of 2006, of which 11 of these cases were in Kiev (Grishina and Korchinsky, 2006). The number of bribery cases in higher education, reported by the Ministry of the Interior, appears to be just the tip of the iceberg for an industry that is plagued with corruption. A survey conducted by the Millennium Challenge Corporation with the support of the Ukrainian government reported that, all the spheres of the economy and society are riddled with corruption, and is not limited only to the public sector. The respondents considered that the most corrupt organizations are institutions of higher education, ahead of hospitals and polyclinics, law enforcement agencies, and tax collection offices. Fifty-two percent of citizens believe corruption to be the easiest, most reliable way of solving many problems. Furthermore, this view is a classical characteristic in the younger generation that makes up most of the student body and will eventually define the future of the nation. The scale and scope of corruption within the education industry in the Ukraine is impressive, indeed. There may be no difference in many other countries, and are likely less than in most of the other republics from the former Soviet Union, but the growth rate of the criminal activity throughout education is alarming. At the same time the number of accused is relatively small, because students, along with parents, and also colleagues of corrupt faculty members are inclined not to report cases of corruption. Therefore, acts of corruption are considered as mutually beneficial agreements. Students often welcome the opportunity of paying bribes to improve their grades, whilst parents offer bribes to secure their child’s admission to a HEI. It is very difficult to prove an act of Bribery has taken place when both parties are satisfied with the results of a corrupt transaction. While in general students complain about the high level of corruption, students are rarely willing to give information on corrupt professors, even when it’s a case of direct extortion. Students largely contribute to acts of corruption by choosing easy but illegal way of gaining good grades. Many students either create situations for corruption or would not pass up an opportunity to improve their grades in exchange

for bribes, if such an offer arose via their professor. The survey shows that there is a 21 percent share of such students in Donetskaya oblast, 29 percent in Kiev, 28 percent in Lviv, 25 percent in Odessa, and Kharkov has 30 percent. Another 15 percent of the respondents answered by saying they would not take advantage of such offers but would tell their friends about the existing opportunity. Only 21 to 26 percent of total students, depending on the region, said they would refuse to do this. Finally, only 3 to 8 percent would mention it to the police. At the same time 42 percent of the parents of prospective students said that instead of taking up time in preparing their children for college entry examinations they would prefer to find other ways and means, which include informal payments and connections (Bazhal et al., 2007). Gifts are considered a norm in HEIs (Km.ru, 2007). Private tutoring is also thought to be a form of corruption for admissions. Payments of \$2000 to \$4000 to a private tutor who is also a professor at a leading university may be a help to gaining entry to the program where he teaches (Grishina and Korchinskij, 2006). A conflict of interest arises when an oral entry examination is taken by an applicant with the same professor who tutored him beforehand, specifically for this examination. However, private tutoring is legal. Many college professors pay taxes from income they make by offering formally registered consulting services. Therefore, it is impossible to prove whether a payment for tutoring services, even if it's unreasonably high, is actually a bribe or not. Private tutors who are also members of the committee for admissions are particularly popular amongst applicants.

Corruption in higher education is not just limited to academic corruption. Embezzlement, gross waste, fraud, the misallocation of resources, and corrupt activities of another nature are found throughout the country. One of the latest investigations reported that former president of the Lugansk branch of the Inter-Regional Academy of Personnel Management [Mizhregionalna Akademiya Upravlinnya Personalom (MAUP)] embezzled 831.9 thousand UAH (CityNews, 2006). The relationship is quite tense between MAUP, who are one of the largest private for-profit providers of educational services in the country, and the Ministry of Education and Science, with challenges and mutual accusations constantly being voiced in the media. The website of this educational institution offers, among other things, a Psychology Ph.D. in a US-format through another higher education institution, which is based in Honolulu, Hawaii. The Hawaii-based "university" is a notorious diploma mill, evicted from the state by decision of the court. Diploma mills and low quality educational programs, not previously known in Ukraine, can currently be found in the form of branches of public and private higher education institutions. The State Attestation Commission [Derzhavna Atestatsijna Komissiya (DAK)] that conducts accreditation withdrew the licenses of 116 educational programs, branches, affiliates, and colleges in only 2006. Licenses were recalled, and among others, from the Kiev business-college, educational programs in Kharkov National University of the Ministry of the Interior in Smila, Poltava, Melitopol,

Yevpatoriya, Kerch, Mariupol, Herson, the educational branch of Kharkov Aeronautical University in Alushta, as well as a branch of the East-Ukrainian University in Feodosiya. The Autonomous Republic of Crimea appears to be a very appealing location for branches and programs of HEIs, some of which do not meet standards, set by the Ministry of Education and Science.

c. Opinions on corruption in education

The country's most prominent politicians, educators, and also the media pay more attention to the corruption problem in education than they did previously. The President of Ukraine, Victor Yushchenko has requested that state universities curtail corruption which is so endemic to admissions processes, he called upon rectors and professors to put an end to bribery and cronyism that has influence during entrance exams, a widespread practice that he characterised as "shameful and humiliating." (MacWilliams, 2005, p. A33) He pointed out corruption in education when he addressed the students of Kiev National University on March 9, 2007 (Vystup, 2006). On June 12, 2007, the Hall of the Academy of Sciences of Ukraine in Kiev hosted a conference entitled "The Major Corruption Schemes in the Education System and the Ways to Eradicate Them." (Osvita, 2007a) These two events, the Presidential address and the Conference, are illustrative of the scale of the corruption problem in higher education and also the level of attention it receives from the leadership of the nation, the public, and the media. The authorities acknowledge that corruption is present within the education system. (Bazhal et al., 2006). However, the official position of all rectors is that Corruption does not exist in their HEIs and that the highest consideration is given to the knowledge of the applicant. It is assumed that entry to the leading HEIs will not be granted to applicants that do not have sufficient academic knowledge, even if he is willing to pay the tuition (Shamrai, 2007). The fate of standardized tests as a part of recent educational reforms is also a major concern. The independent external testing which is intended to replace the outdated oral entry examinations is considered to be an effective tool in the fight against corruption in admissions to publicly funded HEIs (Shamrai, 2007). The test is designed to provide independent estimations of the knowledge of high school graduates' and test scores should be the major or the only criterion in decisions concerning admissions to colleges and universities. Although, many believe that standardized testing will not solve the academic corruption problem, not only in the educational process, but also in admissions. An Academician of the National Academy of Sciences of Ukraine, Volodymyr Semynozhenko states that "Corruption in our country is not a narrow phenomenon confined to a particular branch or an industry. This is a countrywide problem. Hence, the fight against corruption should start with the independent testing of state bureaucrats and politicians." (Osvita, 2006) This opinion places the corruption issue in academia in a broader context, pointing to widespread corruption in many economic sectors and social life in society and also of a corrupt

political structure. The real intent of external or independent testing may be for selecting students with certain characteristics needed for each area of expertise, and not granting admissions based simply on the highest scores obtained by the test-takers. Fully equipped test centers, computerized networks, and specialists are also required (Adzhimuratova, 2006). The situation reveals and outlines a number of potential problems, including miscommunication between Ministries, unclear regulations and structural frameworks for implementation of the reforms. The majority of rectors are against the new tests. Clear sabotage is anticipated in the future from the side of some of the rectors so to compromise the test. The Minister of Education agrees that the tests will not completely replace the entry examinations. Some of the oral exams will be preserved. This a priori leaves some room for corruption relating to college admissions.

d. Estimates of corruption in education

Numerous accusations of corruption when related to higher education, include admissions and the academic process, and more recently, the standardized test, necessitates presenting some estimates regarding the scale and scope of corruption in the national education industry. The survey conducted by the Institute of Social and Political Psychology at the Academy of Pedagogical Sciences in 2006 directed towards students in leading educational center's of the country, including Kiev, Kharkov, Donetsk, Lviv, and Odessa. The following responses were acquired to the question "How in your opinion has the situation with corruption in entering higher education institutions changed compared to previous years?": approximately 20 percent of respondents indicated that they are aware of cases of bribery, but the number of such cases has declined; approximately 27 percent of students said that bribes were accepted by faculty members at around the same level, as in previous years and that nothing has changed; 7 to 8 percent thought that bribery is now flourishing. The number of students who admitted paying bribes in exchange for entrance to college or university declined from 19 percent in 2005 to 13 percent in 2006 (Bazhal et al., 2006). Relatives, friends, and people paying bribes occupy the majority if not all of the publicly funded places in HEIs. All trends point toward the increasing sums of bribes paid and the development of more sophisticated bribery schemes. The higher the tuition in the for-tuition program, the higher the "price" of entry Becomes for a state-funded place in the same school. The size of each bribe varies depending on the wealth of parents, degree of connections with the person, and of course, who arranges the admission, etc. In some of the more elite HEIs even a bribe doesn't help to gain entrance. In these universities places are thought to be distributed amongst children of politicians, businessmen, and top bureaucrats (Grishina and Korchinsky, 2006). An attempt to estimate the total potential volume of corruption in higher education in the Ukraine has yet to be made. Neither

surveys nor mass media reports set any estimates of the overall corruption within higher education but present a mosaic of cases and speculations.

e. Measures to resist corruption in higher education

The high cost of education and the increasing demand on higher education from the population, along with the low salaries of the faculty and staff create perfect fertile ground for corruption. An increase in the public's perception regarding corruption in higher education facilitates an increase in corruption even further as well as in the total amount of corrupt benefits acquired by the faculty and its staff. Newly designed and gradually implemented rules and mechanisms of entrance policies and administering entrance exams may not be working too well. Perceptions concerning the high level of corruption in bureaucracies and the public sector in general, shared by the population, are discovered to increase actual corruption (Cabelkova and Hanousek, 2004, Olken, 2006). In the corrupt environment of the Ukraine's higher education system, where the levels prosecutions are low and the risk of being prosecuted is also low, one of the biggest problems that corruptors in academia face is an informational vacuum. The problem of asymmetric information, well described in economic literature, is a big issue in corrupt negotiations and agreements. Education corruption has a leading role in creating a corruption culture within society, where one must make informal payments and gifts in kindergarten, school, and college. Corruption in academia is acknowledged and widely discussed by both the media and the public. Such discussion urges public officials, who are responsible for the situation in education, to voice their concerns and to present a set of measures that would respond adequately to growing corruption within the education industry. A set of anti-corruption measures including organizational, economic, and legal means (Bazhal et al., 2006). Organizational measures include clearer and better admission processes along with the newly established office within the Ministry of Education and Science that follows corruption cases in education throughout the country. The Ministry also has a representative in each of the country's regions, who, along with the civic committee, respond to corruption cases. The authorities also rely on the emerging civil society, switching the attention from the investigation of specific cases of corruption to increasing legal literacy through educational work among the population and enhancing public awareness of the issue. Students are also more involved in the fight against corruption. No longer are they a mere object of the educational process but its participants. The student council works closely with the Ministry. This allows for a more effective informational flow from HEIs to the Ministry of Education and Science. Among economic measures the key focus is on the salaries of instructors. The Minister of Education points out that just 2 or 3 years ago an instructor's monthly salary was equal to 400UAH which equates to approximately \$80. He states that "In order to buy an apartment a professor would have to work for 126 years without Eating and

drinking. This created economic ground for corruption that still exists now... During the last two-and-a-half years the salaries almost doubled. A college instructor now earns around 1370UAH or \$274. This process will continue and economic ground for corruption will disappear.” (Bazhal, 2006) The legal measures include increasing vigilance and awareness among law enforcement agencies, rectors, and the public that resulted in around 400 bribery cases being disclosed, investigated, and then prosecuted. The students’ active role and collective action will create a situation where involvement in corrupt activities becomes less attractive and more risky. The Leader of the Peoples-Democratic League of Youth calls for a law that would allow greater authority to the student union (Osvita, 2007b). The Minister of Education puts the emphasis on such technical measures on the fight against corruption, by working closely with rectors and faculties, meeting regularly with student leaders, conducting anonymous surveys, and undertaking a number of control measures and investigations. At the same time he accuses students and their parents in perpetuating corruption by presenting excessive demands for higher grades and admissions, supported by bribes. The Ministry of Education and Science regularly reminds college faculties and administrators that they have no right to collect fees and fines for retaken test or missed classes, along with the necessity to conduct examination sessions in a set period. The Ministry also has a hot line during examination sessions, so anyone can call to report any suspicious activities that may be taking place in HEIs. The Head of the Department of Higher Education in the Ministry states that “The ministry does everything to make bribery and protectionism in higher education impossible.” (Bolyubash, 2006; Shamrai, 2007) He also points to the introduction of “hot lines”, when anyone can call to the Ministry and report illegal activities. However, this might lead to an opposite reaction. In one of the HEIs the Student Council posted a considerable number of information posters with the hot line phone number to report possible corruption cases. As a result, students took these posters down and called to complain that faculty members now are too afraid to take bribes and making it more difficult to pass the examination session (Shadnaya, 2006). Also, the Education Ministry’s “hot lines,” for some reason, are only open during admissions sessions. The sophistication of corruption schemes increases along with the development of different techniques targeted at reducing corruption. Fraud has become commonplace in the education industry and even within corrupt activities. For example, the law requires that all HEIs provide complete, reliable, and truthful information concerning the educational programs offered, as well as license number and the level of accreditation. However, in practice, some HEIs provide incorrect or incomplete information, fail to maintain the state license or pass the state accreditation. Trust as a necessary prerequisite of transactions in the marketplace is not only abused in the market of educational services, but also within the corrupt transactions. Grishina and Korchinsky (2006) identify one of the techniques used by corrupt educators, which is used as a promise of helping an applicant in

gaining admission to a state-funded program in exchange for a bribe. A faculty member who may not be even on the admissions committee or in a position with any power to influence the admissions decisions takes money and then simply waits to see if the applicant passes the entry examinations. If the applicant is successful, the money stays with the faculty member. Every institution and educational leader might be found lobbying certain interests. In Seminozhenko's view "The school tests can simply lead to the redistribution of corruption flows in education and nothing else. Under the current circumstance in the country, where an objective law of perpetuation of corruption works, loopholes will be found any way. Moreover, the level of knowledge children receives in schools, for which the Ministry of Education and Science is responsible, is tested by the Center for Educational Quality Evaluation, which also reports to the Ministry. The first step toward the honest education evaluation should become creation of a truly independent testing institution." (Osvita, 2006) Demographic problems also create pressure on corrupt practices. Some schools and numerous kindergartens are being closed as there are not enough children to educate. In 2006 there were 97 schools closed out of a Total of 20 thousand (Smolyana and Katrichenko, 2006). At the same time the number of applicants for each state-funded place in majors such as economics, banking, and finance in the more elite HEIs is around 10 people per place and sometimes even higher. Computer sciences attract 5 to 7 applicants per place, and even humanities, including cultural anthropology, history, philosophy, and political science, enjoy a large number of applicants (Ksenz, 2006).

CONCLUSION

Reasons for and Ukrainian intentions in reforms and implementation of the Bologna process to the country's education system were to increase education quality, to increase student mobility, to improve recognition of Ukrainian diplomas, to prevent further loss of qualified teaching staff, to increase funding for the education, to increase its international presence (as a new independent country), to be part of the European higher education area and get all the benefits it brings, to ensure country's future development and prosperity. In these goals progress was made but it is still just partial and inadequate. At present time education in Ukraine is going through a modernization which will create a mechanism for sustainable development and ensure quality of professional training in accordance with international standards. Bologna process is a part of a Europe unification process as well as worldwide globalization process in higher education. For the development of the intellectual potential in Ukraine there is a need for a fundamental change in the science, the state and the market relationship.

Through research for this thesis I have found that the Bologna process was successful in increasing the level of international competitiveness and overall quality of the Ukrainian education system,

some of Ukrainian High Institutions become known in Europe and appeared in World rank tables and also that the Bologna process led to an increase in the number of international applicants and students, as well as the number of international graduates; has changed the functioning of universities and there was a marked change in the structure of education in Ukraine. However through this research I have found that corruption undermines and even cancels most of goals and efforts made in these years since Ukraine gained independence.

Ukraine presents all forms of corruption in higher education that can be found throughout the world. The wide spectrum and rich colors of this problem turns the country's higher education sector into a subject of high interest for researchers. Ukrainian education system is undergoing a major transformation, part of which is focused on restraining corruption in academia. The high reputation and status of the credentials of Ukrainian education have to be restored, but the process must take place in rapidly changing conditions. There are a few major changes entering into higher education, including the introduction and nationwide implementation of standardized tests and the adjustment of the entrance policies. When the test partially replaces entry examinations in universities and colleges, corruption will extend to secondary education and testing centers, indicating a spillover effect. The continuous privatization of higher education services will most likely leave less corruption in state-university relations, including embezzlement, gross waste, fraud, and misallocation of resources, which typifies a centralized state-funded system. At the same time corruption in customer-provider relations could rise. The provision of false information and fraud may also rise. Further decentralization of the Ukraine's higher education system, along with growing privatization and an expected increase in the cost of education will lead to growth in the total volume of the market of educational loans. This will widen the base for possible corruption in the financial sphere that regulates the availability of educational loans and the characteristics of private banks as the providers of such loans. The declining monopoly of the Ministry of Education and the emergence of the multi-centricity in higher education will facilitate the increasing role of non-governmental organizations, civil society institutions, student unions, and the consortiums of public and private HEIs. Further market reforms may be needed to build-up the international reputation of the Ukraine's universities in order to educate consumers of educational services. The issue of mutual responsibility and also the collective reputation become an integral part of the concept of intellectual integrity, when every academic shoulders a responsibility over the standards of education and conduct in the academic community. Modernization of delivery modes, curriculum, and instruction, the introduction of standardized testing, along with the development of university autonomy will all help to curb corruption in higher education.

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Appendix 1: INTERVIEW

Outside of the territory of the Ukraine it is possible to trace a satisfactory amount of literature and professional publications regarding the Bologna system and description of its implementation in Ukrainian higher education. Unfortunately, the Ukrainian side has published very little material on this topic, therefore the found resources are more precious and valuable for my work. Other information sources, especially those authentic - from teachers, students and state agencies are rarely found. Of all personally addressed stakeholders, only one university teacher got in touch, who expressed her view on the issue. She answered 6 selected questions and the answers represent her opinion, as a direct participant of Ukrainian higher education system. These answers have great predictive value, for my work, because they confirm the views also published in my other sources of information.

1. Did the number of international students increase in Ukrainian Universities?

I could say that the number of international students increased, especially those who studying engineering. Every student is trying to finish his education, no one droops.

2. Concise definition of the original system, learning and evaluation process before implementation of Bologna system?

Before introduction of Bologna:

- entrance exams to universities,
- 4-point system of assessing students (5 is the max, then 4, 3, 2)
- Examination period two times a year
- three educational qualification level, Bachelor, Specialist, Master

The system was extremely closed and not dynamic and had significant differences from that adopted in Europe, which reduced the level of mobility Ukrainian students and their competitiveness on the European education market, and as a consequence, the European labor market.

3. What changes mark structure of the study after the implementation of the Bologna system?

- introduction of independent testing for students, school leavers
- two cycles of studying Bachelor and Master, instead of three

- adaptation of new studying programs according to the international requirements in high education institutions
- increasing of the number of international students as well as increasing of the number of international exchanging programs between universities

4. In your opinion this change was positive or negative, and why?

All of the above changes, in my opinion, are positive; as they facilitate the entry of Ukraine into the European educational space, improve the quality of education and the competitiveness of Ukrainian students in the European labor market. Only negative is the imperfection of the Ukrainian legislation concerning higher education system that impedes the progress of the Bologna process in Ukraine.

5. Should the new system affect the amount of international students, and why?

Yes, it does, because the Bologna system makes the Ukrainian education system less isolated, and as a result, along with low compared to European prices for training increases the attractiveness of Ukrainian universities for foreign students.

6. Corruption has affected the operation of the University?

I do not have this attitude. I can only say that foreign students as a phenomenon - a big plus for Ukrainian universities, they provide income in the form of tuition and their presence increases the prestige of universities and the level of awareness of the Ukrainian education system abroad, thus attracting foreign students is a priority for the development of any Ukrainian HIGH SCHOOL.



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Щодо надання інформації
про навчання іноземних студентів

На Ваш запит на отримання публічної інформації щодо навчання іноземців у вищих навчальних закладах України департамент вищої освіти надсилає відповідну інформацію, що додається.

Додаток на 1 арк.

Директор департаменту

Ю. М. Коровайчук

**Інформаційна довідка
щодо навчання іноземців у вищих навчальних закладах України**

Станом на 1 січня 2013 року у ВНЗ України навчається понад 60 тис. іноземців.

Динаміка іноземців за останні 5 років:

Навчальний рік	Кількість іноземних студентів
2001/2002	19,2 тис.
2002/2003	22 тис.
2003/2004	25 тис.
2004/2005	28,4 тис.
2005/2006	32,8 тис.
2006/2007	37397
2007/2008	39675
2008/2009	42782
2009/2010	44082
2010/2011	46599
2011/2012	53664
2012/2013 (на 01.01.2013)	60141

Географічно найбільш представлені країни Азії – 45%, СНД -32 %, Африки -16 %, Європи -3 %.

В Україні навчається у 2012/2013 н. р. найбільше іноземних громадян з таких країн:

1. Туркменистан - 12068 осіб
2. Азербайджан - 5895 осіб
3. Китай - 4102 осіб
4. Нігерія - 3891 осіб
5. Індія - 3489 осіб
6. Ірак - 3371 осіб
7. Російська Федерація – 2869 осіб
8. Йорданія - 2199 осіб
9. Марокко - 1792 осіб
10. Туреччина - 1443 осіб
11. Сирія - 1232 осіб

Всього з цих країн навчається **42351** осіб, що становить **70 %** від загальної чисельності іноземних громадян, які навчаються в Україні.